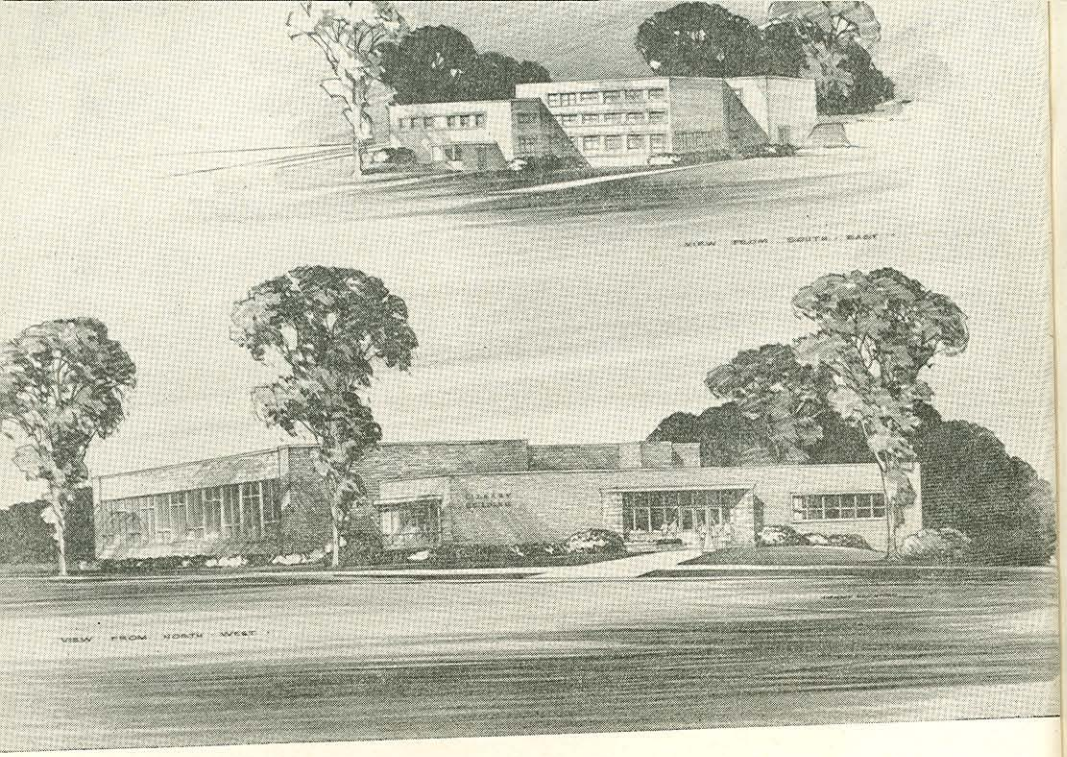
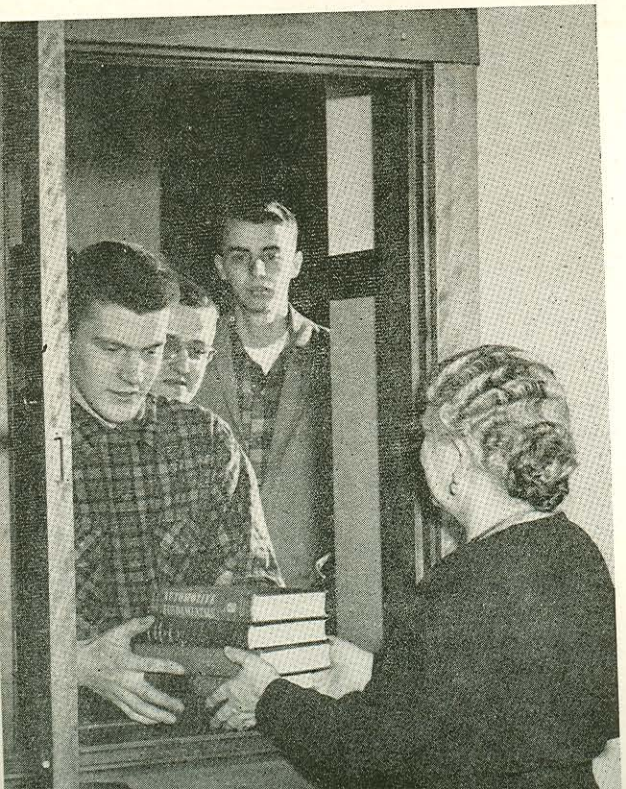
The Stout Institute Bulletin

Regular Sessions · 1952-1954

CLYDE A BOWMAN





• The architect's drawing of the new Library. This building now under construction will have the most modern library facilities, including seminar, audio-visual, and display rooms.

• The textbook library window. This section of the library furnishes textbooks to students.

The Stout Institute Bulletin

Regular Sessions · 1952-1954

Volume XLVII, Number 2 **September 2, 1952**

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TABLE OF CONTENTS

Page No.

College Calendar 5

Board of Trustees 7

Administration 8

Faculty Committees 9

Faculty 11

Emeritus 16

General Information 19
History, Aims of the College, Enrollment, College Association Affiliations, Conservation, Buildings and Grounds.

Academic Information 25
Admission to College, Records of Students, Scholarship Standards, Requirements for Graduation.

Financial Information 29
Estimates of usual expenses, etc., Tuition, Regular Session, Shop and Laboratory Fees, Library Fees, The Stout Student Association Membership Fee, Incidental Fees, Scholarships, Student Loans, Self-Support and Student Aid, Refunds.

Student Personnel Services 35
Freshman Week, Advisers, Counseling and Testing Center, Social Life, Health Office, Financial Aid, Veterans Services, Placement.

Student Activities 39
Publications, Athletics, Recreation and Sports, Dramatics, Music, Service, Honorary Organizations, Professional and Educational Clubs, Social Fraternities and Sororities, Religious Organizations.

Summer Session 41

Courses of Study 43
Industrial Education, Vocational Trade and Industrial Education Major, Home Economics, Vocational Homemaking Education Major, Pre-Professional Education.

Description of Couurses:
Psychology, Education, Liberal Arts 67
Home Economics 86
Industrial Education 95

Graduate Program 109

Index 123

COLLEGE CALENDAR

The Stout Institute
Menomonie, Wisconsin

SUMMER SESSION 1952

Monday, June 16, Summer Session Begins
Friday, July 25, Summer Session Closes

REGULAR SESSION 1952-53

Monday, September 1, Labor Day
Tuesday, September 2, Freshman Registration
Wednesday, September 3, Registration for Matriculated Students, Freshman Convocation
Thursday, September 4, Registration for Matriculated Students and New Students Other Than Freshmen
Friday, September 5, Classes Convene
Wednesday Noon, November 26, Thanksgiving Vacation Begins
Monday, December 1, Classes Resume
Friday, December 19, noon, Christmas Vacation Begins
Monday, January 5, 1953, Classes Resume
Friday, January 16, First Semester Ends
Monday, January 19, and
Tuesday, January 20, Registration for Second Semester
Wednesday, January 21, Second Semester Classes Convene
Friday, April 3, noon, Spring Vacation Begins
Monday, April 13, Classes Resume
Sunday, May 24, Baccalaureate Address
Friday, May 29, Commencement

SUMMER SESSION 1953

Monday, June 15, Summer Session Begins
Friday, July 24, Summer Session Closes

REGULAR SESSION 1953-54

Monday, September 7, Labor Day
Tuesday, September 8, Freshman Registration
Wednesday, September 9, Registration for Matriculated Students, Freshman Convocation
Thursday, September 10, Registration for Matriculated Students and New Students Other Than Freshmen

Friday, September 11, Classes Convene
Wednesday Noon, November 25, Thanksgiving Vacation Begins
Monday, November 30, Classes Resume
Friday, December 18, noon, Christmas Vacation Begins
Monday, January 4, 1954, Classes Resume
Friday, January 22, First Semester Ends
Monday, January 25, and
Tuesday, January 26, Registration for Second Semester
Wednesday, January 27, Second Semester Classes Convene
Friday, April 16, noon, Spring Vacation Begins
Monday, April 26, Classes Resume
Sunday, May 30, Baccalaureate Address
Friday, June 4, Commencement

SUMMER SESSION 1954

Monday, June 21, Summer Session Begins
Friday, July 30, Summer Session Closes

BOARD OF TRUSTEES OF THE STOUT INSTITUTE

OFFICERS OF THE BOARD

President: Robert L. Pierce, Menomonie
Vice-President: John Last, Lake Mills
Secretary: Lloyd E. Berray, Madison

Employee Members	Term Expires
Emil Waldow, Green Bay	1953
Frank C. Horyza, Superior	1953
E. J. Fransway, Wauwatosa	1957

Agricultural Members	
Elmer Wilkins, Platteville	1955
John Last, Lake Mills	1955
Thomas E. Hamilton, Westfield	1957

Employer Members	
A. A. Laun, Kiel	1953
Robert L. Pierce, Menomonie	1955
Morton C. Frost, Kenosha	1957

Ex-Officio Members

George Watson, State Superintendent of Public Instruction, Madison
Voyta Wrabetz, State Industrial Commission, Madison
Clarence Greiber, Director, State Board of Vocational and Adult Education, Madison

Stated Meetings of the Board

Regular quarterly meetings of the Board are held on the fourth Monday in March, June, and September, and on the third Monday in December.

ADMINISTRATION

VERNE C. FRYKLUND, President

CLYDE A. BOWMAN, Dean, Division of Industrial Education, Director of Summer Session

ALICE J. KIRK, Dean, Division of Home Economics

RALPH G. IVERSON, Director, Student Personnel Services

RAY A. WIGEN, Director of Graduate Studies

KETURAH ANTRIM, Dean of Women

MERLE M. PRICE, Dean of Men

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E. J. SCHOEPP, Business Manager

JAMES THOMPSON, Account Examiner

MINNIE J. BECKER, Secretary to the President

RUDOLPH ROEN, Superintendent of Buildings and Grounds

H. O. STROZINSKY, Chief Engineer

SHIRLEY KUHN, College Nurse

DR. J. A. HALGREN, College Physician

MARY KILLIAN, Director of Cafeteria

MRS. REBECCA NELSON, Director of Halls and Housing, Hostess of Tainter Hall

MRS. GERTRUDE ADAMS, Hostess of Tainter Annex

MRS. CHARLOTTE SIMS, Hostess of Eichelberger Hall

EDWIN SIEFERT, Resident Head, Lynwood Hall

LILLIAN M. FROGGATT, Librarian

HARRIET FARDAL, Assistant Librarian

MRS. BEULAH C. HOWISON, Assistant Librarian

MYRTLE STRAND, Assistant Librarian

JOYCE GLASBRENNER, Secretary to Dean of Industrial Education

MRS. RUTH HERRING, Secretary to the Registrar

MRS. IRENE HOSFORD, Secretary to Dean of Men

DORIS KNOPPS, Secretary to Director of Graduate Studies

ELIZABETH OBERPRILLER, Secretary to Dean of Home Economics

MRS. EVA ROGERS, Secretary to Business Manager

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ADMINISTRATIVE COUNCIL:

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ACCREDITING:

Ray A. Wigen, Chairman, Dwight Agnew, Herman Arneson, Clyde A. Bowman, Lillian Froggatt, Ralph G. Iverson, Alice J. Kirk, E. R. Oetting, Guy Salyer, Gustave Wall.

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Clyde A. Bowman, Chairman, Ralph G. Iverson, John Jarvis, Alice J. Kirk, Anne Marshall, Gertrude M. O'Brien, E. R. Oetting, Ray A. Wigen.

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Robert Swanson, Chairman, Herbert Anderson, Raymond Cornwell, Eleanor Cox, Ray Kranzusch, Philip Ruehl, Edwin Siefert, George Soderberg, Lloyd Whydotski.

ASSEMBLY AND LYCEUM:

C. L. Rich, Chairman, Martha Ruth Amon, Ralph Betterley, Victor H. Hardt, Keith Rinehart, Norman Ziemann, and three student members.

ATHLETIC COMMITTEE:

Ray C. Johnson, Chairman, Keturah Antrim, Ralph Betterley, Dwight Chinnock, Irene Erdlitz, Myron Harbour, Floyd Keith, Edwin Siefert, Jack Wink, and two student members.

CATALOG AND PUBLICATIONS:

Anne Marshall, Chairman, Keith Rinehart, Lloyd Whydotski.

COMMENCEMENT:

Merle M. Price, Chairman, Martha Ruth Amon, Clara Carrison, Raymond Cornwell, Victor H. Hardt, Ella J. Meiller, K. T. Olsen, Ernest Rawson, Lloyd Whydotski, and two student members.

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CURRICULUM AND INSTRUCTION:

E. R. Oetting, Chairman, David Barnard, Clara Carrison, Dwight Chinnock, Marjory Elliott, Lillian Froggatt, Myron Harbour, Margaret Harper, John Jarvis, Lillian Jeter, Floyd Keith, Mary Killian, Ellen Nelson, Ann Noble, Ernest Rawson, and two student members.

FACULTY SERVICES:

Dwight Agnew, Chairman, Ralph Betterley, Gertrude Callahan, Jeanne Diefenbach, Victor H. Hardt, Lillian Jeter, Mary Killian, Otto Nitz, Matthew Reneson, Keith Rinehart, Benita Smith, George Soderberg, O. Ardis Thvedt.

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GRADUATE:

Ray A. Wigen, Chairman, Dwight Agnew, John Jarvis, Alice J. Kirk, Anne Marshall, E. R. Oetting, J. E. Ray, Gustave Wall.

INSTITUTIONAL STUDIES:

Guy Salyer, Chairman, Dwight Agnew, Herman Arneson, Marjory Elliott, John Jarvis, C. H. Parmer, Merle M. Price, Hazel Van Ness, Gustave Wall.

LIBRARY:

Lillian Froggatt, Chairman, Gertrude Callahan, Jeanne Diefenbach, Harriet Fardal, Wauneta Hain, J. E. Ray, Benita Smith, Hazel Van Ness, and two student members.

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Gertrude M. O'Brien, Chairman, Clyde A. Bowman, Dwight Chinnock, Alice J. Kirk, Ann Noble, Ray A. Wigen.

STUDENT PERSONNEL SERVICES:

Ralph G. Iverson, Chairman, Keturah Antrim, Herman Arneson, Clyde A. Bowman, Thomas Fleming, Alice J. Kirk, Gertrude M. O'Brien, Merle M. Price, Guy Salyer, Ray A. Wigen.

STUDENT WELFARE:

Herman Arneson, Chairman, Keturah Antrim, David Barnard, Irene Erdlitz, Thomas Fleming, Wauneta Hain, Ray C. Johnson, Mary Killian, Ray Kranzusch, H. C. Milnes, Rebecca Nelson, Otto Nitz, K. T. Olsen, Merle M. Price, Matthew Reneson, Keith Rinehart, Philip Ruehl, Gladys Trullinger, and four student members.

The president and academic deans are ex-officio members of all committees.

FACULTY

VERNE C. FRYKLUND, President
The Stout Institute, Diploma, 1916; Colorado College of Education, A. B., 1923; University of Missouri, M.A., 1927; University of Minnesota, Ph. D., 1933; The Stout Institute since 1945.

DWIGHT L. AGNEW, Head of Department and Associate Professor of Social Science.
Park College, Parkville, Missouri, A. B., 1935; University of Iowa, A.M., 1938; Ph. D., 1947; The Stout Institute since 1947.

HERBERT ANDERSON, Assistant Professor of Industrial Education, Woodworking.
The Stout Institute, B.S., 1944; University of Minnesota, M.A., 1947; University of Missouri, Graduate Study; The Stout Institute since 1948.

MARTHA RUTH AMON, Head of Department of Related Art and Assistant Professor of Home Economics.
University of Wisconsin, B.S., 1927; M.S., 1940; Graduate Study; The Stout Institute since 1949.

KETURAH ANTRIM, Dean of Women. Assitant Professor of Physical Education
Lake Forest University, Lake Forest, Illinois, B.A., 1923; University of Wisconsin, Ph. M., 1932; Columbia University, Graduate Study; The Stout Institute since 1936.

HERMAN C. ARNESON, Assistant Professor of Science and Mathematics.
Northland College, B.A., 1930; University of Minnesota, M.A., 1932; Graduate Study; The Stout Institute since 1945.

DAVID P. BARNARD, Assistant Professor of Industrial Education. Visual Education, Photography, Lithography.
The Stout Institute, B.S., 1946; M.S., 1947; Indiana University, Graduate Study; The Stout Institute since 1947.

RALPH BETTERLEY, Assistant Professor of Industrial Education. General Metal, Oxy-Acetylene Welding, Electric Arc Welding
The Stout Institute, B.S., 1935; M. S., 1947; The Stout Institute since 1946.

CLYDE A. BOWMAN, Dean of Division of Industrial Education. Professor of Industrial Education.
State Normal, River Falls, Wisconsin, Diploma, 1907; The Stout Institute, Diploma, 1909; Columbia University, B.S., 1915; University of Wisconsin, M.S., 1927; Graduate Study; The Stout Institute since 1919.

GERTRUDE L. CALLAHAN, Head of Department and Professor of English.
University of Chicago, Ph. B., 1912; University of Wisconsin, Ph. M., 1927; Bread Loaf, Vermont, University of Wisconsin, Graduate Study; The Stout Institute since 1927.

CLARA C. CARRISON, Assistant Professor of Home Economics. Food and Nutrition.
Western Illinois State Teachers College, B.E., 1927; University of Iowa, M. S., 1937; The Stout Institute since 1948.

DWIGHT D. CHINNOCK, Associate Professor of Education. Supervisor of Student Teaching.
River Falls Teachers College, Diploma 1923; The Stout Institute B. S., 1937; University of Minnestota, M.A., 1941; Graduate Study; The Stout Institute since 1940.

RAYMOND L. CORNWELL, Instructor of Industrial Education. Printing.
The Stout Institute, B.S., 1949, M.S., 1952. The Stout Institute since 1951.

ELEANOR H. COX, Associate Professor of Science and Mathematics.
University of Wisconsin, B.S., 1921; M.A., 1939; The Stout Institute since 1942.

JEANNE DIEFENBACH, Instructor of Home Economics. Clothing and Textiles.
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MARJORY ELLIOTT, Assistant Professor of Home Economics. Home Economics Education.
University of Missouri, B. S., 1931; A. M., 1939; The Stout Institute since 1949.

IRENE ERDLITZ, Instructor of Physical Education.
State Teachers College, La Crosse, Wisconsin, B.A., 1930; Northwestern University, M. A., 1947; University of Wisconsin, Graduate Study; The Stout Institute since 1950.

THOMAS FLEMING, Assistant Professor of English.
Eau Claire State Teachers College, B. S., 1941; University of Wisconsin, M.A., 1946; Ph. D., 1952; The Stout Institute since 1946.

WAUNETA HAIN, Assistant Professor of English and Speech.
Milton College, B.A., 1930; University of Wisconsin, M.A., 1942; The Stout Institute since 1946.

MYRON HARBOUR, Assistant Professor of Science and Mathematics.
Superior State Teachers College, B. E., 1929; University of Wisconsin, Ph. M., 1945; The Stout Institute since 1947.

VICTOR H. HARDT, Head of Department. Assistant Professor of Music.
Concordia, Illinois, Teachers College, B.S., 1941; Vandercook School of Music, Chicago, Illinois, B. M., 1942; University of Minnesota, M. Ed., 1947; Columbia University, Graduate Study; The Stout Institute since 1952.

MARGARET E. HARPER, Assistant Professor of Home Economics. Home Economics Education.
Kansas Wesleyan University, B. S., 1929; Kansas State College, M. S., 1943: Iowa State College, Graduate Study; The Stout Institute since 1943.

RALPH G. IVERSON, Director of Student Personnel Services. Associate Professor of Education.
Augustana College, B.A., 1927; University of Minnesota, M.A., 1935; University of California, Ed. D., 1949; The Stout Institute since 1951.

JOHN JARVIS, Associate Professor of Education.
University of Wisconsin, B.S. in Mechanical Engineering, 1931; The Stout Institute, B. S., 1936; Wayne University, M. Ed., 1941; Graduate Study, University of Minnesota; The Stout Institute since 1946.

LILLIAN JETER, Head of Department of Clothing and Textiles. Professor of Home Economics.
Kansas State Agriculture College, B. S., 1916; Columbia University Teachers College, M. A., 1925; University of Nebraska, Columbia University, Graduate Study; The Stout Institute since 1927.

RAY C. JOHNSON, Head of Department and Associate Professor of Physical Education.
State Teachers College, Moorhead, Minnesota, B. E., 1930; Columbia University, M. A., 1935; New York University, Graduate Study; The Stout Institute since 1938.

FLOYD KEITH, Head of Department of Metalworking. Professor of Industrial Education. Sheet Metal.
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Municipal University, Omaha, Nebraska, B. S., 1920; Creighton University, Omaha, Nebraska, M. A., 1929; Columbia University, St. Louis University, Graduate Study; The Stout Institute since 1947.

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ANNE MARSHALL, Head of Department and Professor of Science and Mathematics.
Denison University, Granville, Ohio, B. S., 1925; Ohio State University, M. A., 1928; Ph. D., 1939; The Stout Institute since 1939.

ELLA JANE MEILLER, Head of Department of Food and Nutrition. Associate Professor of Home Economics.
Kansas State College, B. S., 1932; University of Wisconsin, M. S., 1937; Kansas State College, Graduate Study; The Stout Institute since 1950.

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K. T. OLSEN, Associate Professor of Industrial Education. Woodworking, Carpentry.
Iowa State College, B. S., 1930; M. S., 1936; Graduate Study; The Stout Institute since 1947.

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State Teachers College, Millersville, Pennsylvania, B. S., 1934; Pennsylvania State College, M. Ed., 1938; Graduate Study; The Stout Institute since 1949.

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Williamson Trade School, Diploma, 1908; The Stout Institute, B. S., 1922; Iowa State College, M. S., 1930; New York University, Ed. D., 1944; The Stout Institute since 1930.

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The Stout Institute, B. S., 1944; M. S., 1948; University of Minnesota, Graduate Study; The Stout Institute since 1945.

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The Stout Institute, B. S., 1941; M. S., 1950; University of Minnesota, Graduate Study; The Stout Institute since 1950.

* On leave first semester 1952-53.

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HAZEL VAN NESS, Associate Professor of Home Economics. Clothing and Textiles.
Syracuse University, B. S., 1921; Columbia University, A. M., 1929; Columbia University, Michigan State College, Syracuse University, University of Kentucky, Graduate Study; The Stout Institute since 1929.

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Winona State Teachers College, Winona, Minnesota, Diploma, 1924; University of Minnesota, B. S., 1931; M. A., 1937; Ph. D., 1951. The Stout Institute since 1952.

JACK S. WINK, Assistant Athletic Director and Assistant Professor of Physical Education.
University of Wisconsin, B. S., 1948; M. S., 1948; The Stout Institute since 1952.

LLOYD WHYDOTSKI, Head of Department of Printing. Assistant Professor of Industrial Education. Printing and Publications.
The Stout Institute, B. S., 1941; Colorado State College of Education, Greeley, Colorado, A. M., 1948; The Stout Institute since 1949.

RAY A. WIGEN, Director of Graduate Studies. Professor of Education.
River Falls State Teachers College, Diploma, 1916; University of Minnesota, B. S., 1930; M. A., 1933; Graduate Study; The Stout Institute since 1933.

NORMAN C. ZIEMANN, Head of Department and Instructor of Speech.
La Crosse State Teachers College, B. S., 1943; Northwestern University, M.A., 1949; Graduate Study; The Stout Institute since 1949.

EMERITUS

BURTON E. NELSON, President.
Pennsylvania State Normal School, Diploma; Western Normal College, B.S., M.S.; The Stout Institute 1923-1945.

CLARA LOUISE BOUGHTON, Home Economics Education.
The Stout Institute, B.S.; The Stout Institute 1911-1933.

LILLIAN CARSON, Related Art.
University of Chicago, Ph. B., M.S.; The Stout Institute 1927-1946.

FREDA M. BACHMANN, Biological Science.
Miami University, Oxford, Ohio, A.B.; M.A.; University of Wisconsin, Ph. D.; The Stout Institute 1924-1940.

MARGARET WINNONA CRUISE, Food and Nutrition.
University of Toronto, B. A.; Columbia University, M. A.; The Stout Institute 1927-1947.

FRED L. CURRAN, Industrial Education.
The Stout Institute, B.S.; University of Minnesota, M.A.; The Stout Institute 1908-1941.

H. M. HANSEN, Woodworking.
The Stout Institute, B.S.; University of Minnesota, M.A.; The Stout Institute 1912-1952.

ALICE SHERFY HOUSTON, Director of Nursery School.
Ohio State University, B.S.; University of Washington, M.S.; The Stout Institute 1931-1941.

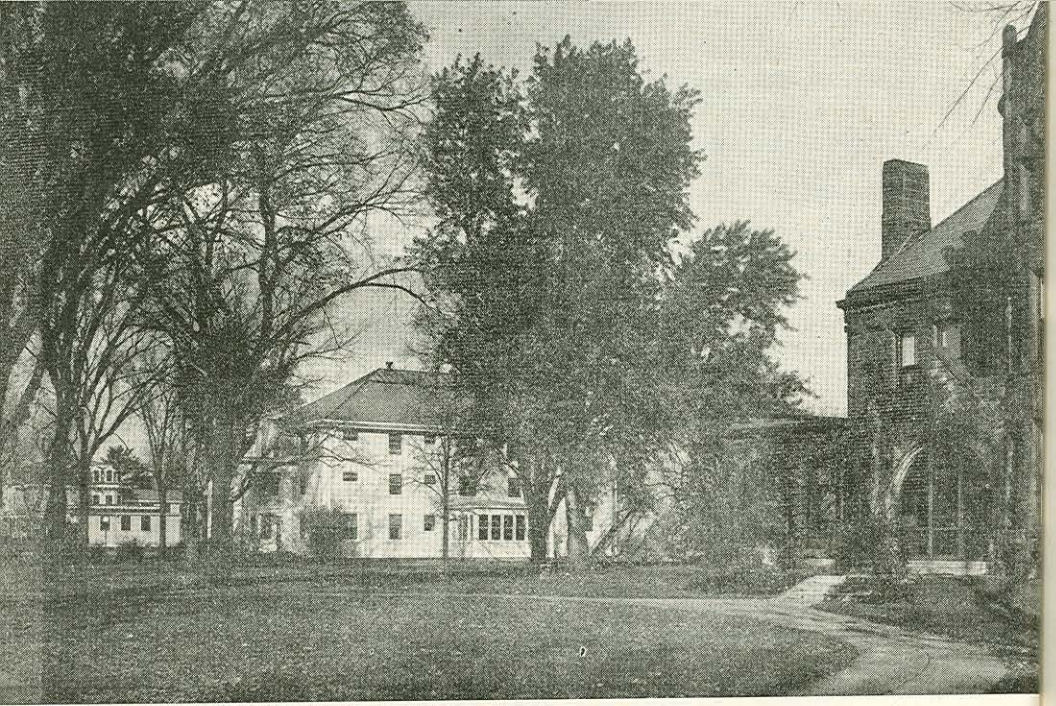
MABEL H. LEEDOM, Chemistry.
Columbia University, B.S., M.A.; The Stout Institute 1920-1941.

MARY M. McCALMONT, Chemistry.
Westminster College, B.S.; University of Wisconsin, M.S.; The Stout Institute 1912-1952.

RUTH E. MICHAELS, Dean, Division of Home Economics.
The Stout Institute, Diploma; University of Chicago, Ph. B.; Columbia University, M. A.; The Stout Institute 1927-1947.

MABEL C. ROGERS, Food and Nutrition.
Michigan State College, B. S.; Columbia University, A. M.; The Stout Institute 1935-1947.

F. E. TUSTISON, Science and Mathematics.
Ohio Wesleyan University, B. S.; University of Wisconsin, M. S.; The Stout Institute 1920-1951.



• The women's dormitories. On spacious lawns overlooking Lake Menomin, the women's dormitories provide comfortable and gracious living accomodations for women students.

• The east entrance of the Home Economics Building. The recently remodeled home economics laboratories, located in this building, are among the finest in America.

GENERAL INFORMATION

The Stout Institute has been training teachers for vocational, industrial and home economics education since 1893. At first provision was made for only a two-year course, but in 1917 the four-year course, and in 1935 the fifth year on the graduate level, leading to the degree of Master of Science, were authorized. During these years of development and expansion, it held consistently to the function of preparing teachers and administrators in these fields of work.

Provisions are made for students to complete requirements for the degree of Bachelor of Science or to take undergraduate work beyond the degree requirements for refresher purposes. Beginning with the second semester of the college year 1945-46, graduate work has been offered during both the regular session and the summer session. This curriculum leads to the degree of Master of Science with the major in vocational education, industrial arts education, or home economics education. For persons interested in study in these fields, The Stout Institute has unusual facilities and an unexcelled faculty.

The college year is thirty-six weeks in length. There are two semesters of eighteen weeks each. The summer session, which opens each year in June, two weeks after the close of the regular session, is six weeks in length.

HISTORY

With the creation of the State of Wisconsin in 1848 there came immediate recognition of the educational needs of the new commonwealth. Teacher training received prompt attention in the creation of its first normal school. Massachusetts and Pennsylvania preceded Wisconsin in the organization of normal schools; but the record shows that in 1867, less than twenty years later, Wisconsin was leading even these two states and all other states in the number of state normal schools in operation.

In 1867 Wisconsin was operating five state normal schools, one more than existed in any other state. Today the state's present political and educational leadership is dedicated to the further development of the state's educational equipment and professional standards.

In 1911, because of the importance of industrial and home economics education in the schools of the state, The Stout Institute was taken over by the state from a private ownership and operation. By legislative enactment Stout was made the state's teacher training school for teachers in these two fields of education. The Stout Institute has for almost a half century devoted its efforts to the preparation of teachers in home economics, industrial and vocational education.

Here follows a brief summary of the history of The Stout Institute.

In 1889 manual training was inaugurated in the Menomonie public schools in all twelve grades through high school.

In 1893 new buildings were built and manual training was placed under separate supervision.

In 1903 The Stout Training School was founded under private patronage. The name was changed to The Stout Institute in 1908.

In 1911 The Stout Institute was presented to the state, accepted, and

placed under the control of the Board of Trustees of The Stout Institute.

In 1917 The Stout Institute was by legislative action made a college with degree granting power.

In 1935 through legislative action The Stout Institute was authorized to undertake graduate work and to grant the Master of Science degree with designated majors in (1) Industrial Education (2) Vocational Education or (3) Home Economics Education.

The Stout Institute was founded as "Stout Manual Training School" by Senator James H. Stout, of Menomonie, who financed the institution through twenty-two long critical years up to the time of his death in 1910.

The history of The Stout Institute would not be complete without the mention of Lorenzo Dow Harvey. On his retirement from the State Superintendency of Instruction in Wisconsin, Mr. Harvey, at the urgent invitation of Senator Stout, assumed in 1903 the presidency of The Stout Manual Training School and later of The Stout Institute. President Harvey continued in charge of The Stout Institute until the time of his death in June, 1922. In 1923 Burton Edsel Nelson became president, continuing until his retirement in 1945. Verne C. Fryklund assumed his executive duties as the third president of the institution in October of that year.

AIMS OF THE COLLEGE

The Stout Institute is the Wisconsin state college of industrial, vocational, and home economics education. Its primary function is the technical training of men and women for professional work in these fields. Stout is the only college in America preparing students exclusively in these technical areas. Stout prepares not only for the teaching profession but also for a variety of other work.

Students in industrial education may prepare for technical and executive positions in industry. Industrial education graduates have found advantageous employment as trainers in education departments of industrial plants, in production and planning departments of manufacturing plants, in maintenance departments, as technically trained salesmen, and in various other types of employment in industry.

The home economics courses at Stout provide preparation directed toward a variety of vocations other than teaching. Students are prepared for responsible positions as dietitians, home demonstration agents, teachers and supervisors of nursery schools, and managers of cafeterias and restaurants. Graduates are also qualified to enter the fields of commercial demonstration, food, textile and equipment research, home economics journalism, and family life education. Regardless of what field a student may plan to enter, an education in home economics is the kind of specialized and cultural education which will prepare her for marriage and citizenship.

While specialized training is emphasized at The Stout Institute, the curriculum is designed to give students a general education. Departments are maintained in education and psychology, English, speech, science and mathematics, social sciences, physical education, and music.

In conjunction with the specialized divisions of The Stout Institute, the specific aims of these studies are to encourage the student:

1. To secure effective use of the English language in writing and speaking and the ability to acquire ideas by reading and listening.
2. To acquire understandings and attitudes basic to a happy family life.
3. To maintain and to improve good mental and physical health.
4. To participate as an informed responsible citizen in the solution of community, state, national, and international problems.
5. To know and to use skills and habits involved in critical and constructive thinking.
6. To understand and enjoy literature, drama, art, music, and crafts; and to participate to some extent in these fields.
7. To understand basic facts and methods of science as applied to life activities.
8. To develop potential abilities and talents, and to sense limitations.
9. To develop a philosophy of life including values which are socially constructive and personally satisfying.
10. To learn historical origins and cultural heritage which serve as a background of present-day problems.
11. To attain individual achievement toward ideals and social goals in a democracy.

Thus, The Stout Institute believes that men and women should receive not only professional training but also the kind of general education that will make them responsible and informed citizens, equip them with an understanding of our changing civilization, and enable them to enjoy the arts of living.

ENROLLMENT

While most of the students come from Wisconsin, almost every state in the Union has been represented in the enrollment at The Stout Institute. Through the years the enrollment at Stout has been more than national in character. In past years as many as thirty-eight states, Canada, Panama, Peru, Germany, Finland, The Philippines, France and Guam have been represented. Almost every year students from Hawaii and Alaska have attended The Stout Institute.

Stout graduates are teaching in every state in the Union, in Canada, the Canal Zone, Hawaii, Cuba, Alaska, and the West Indies.

COLLEGE ASSOCIATION AFFILIATIONS

Soon after The Stout Institute restricted its work to a four-year curriculum, it was accepted by the North Central Association as a member of the teachers college group and two years later was taken into full college membership. Since the formation of the American Association of Colleges for Teacher Education, The Stout Institute has main-

tained membership in that organization. The college is also a member of the American Council on Education.

CONSERVATION

By Wisconsin state law, instruction in conservation is required for all students who are to be certified to teach courses in science and social science. Although The Stout Institute does not specifically prepare teachers in these subjects, for general education purposes units on conservation are integrated in the following areas: economics, sociology, government, woodworking, metalworking, printing, safety education, consumer information, food, and clothing.

BUILDINGS AND GROUNDS

Five large, thoroughly equipped buildings (the Home Economics Building, the Industrial Education Building, the Physical Education Building, the Trades Building and the Library) comprise the central plant. In addition, there are four dormitories, one hundred sixteen small houses for veterans, a home management house and an infirmary. The grounds include spacious lawns for the women's dormitories and veterans' homes, a practice field, tennis courts and the Burton E. Nelson Athletic Field.

The Library

The new library building, now under construction, will house 70,000 volumes and will seat 250 readers. It will have an audio-visual room, seminar rooms, and a space for displays. The library provides a wide range of reference material, particularly on home economics and industrial and vocational education. It is also rich in the fields of art, the social and natural sciences, mathematics, engineering, manufacturing, and industry. A large number of books and magazines for purely cultural reading are provided.

Laboratories and Equipment

The shops for the teaching of industrial subjects are all well equipped and kept up-to-date. The Trades Building is devoted exclusively to shops containing all needful equipment for elementary and advanced classes in carpentry, cabinetmaking, general woodwork, auto mechanics, sheet metal, painting and finishing, architectural and machine drafting, and visual education. It has provision for use of all types of visual education equipment. The Industrial Education Building contains shops completely equipped for work in general mechanics, foundry, printing, general metal, electrical work, and machine shop practice. A physics laboratory and shops for practice teaching are also housed here. Necessary lecture rooms for general subjects are provided throughout the building.

The home economics laboratories have recently been extensively remodeled and re-equipped. This modernization program includes the laboratories used for art and home furnishings, child development, food and nutrition, home management, clothing and textiles, home economics education and the sciences. Adequate lighting and modern furnishings and equipment make for effective instruction in pleasant and comfortable surroundings. The Stout Institute Home Economics Laboratories, because of their unique nature and functional arrangement, have attracted hundreds of visitors from the United States and many other countries.

Auditorium

One of the wings of the Home Economics Building houses a large, modern auditorium with a seating capacity of 800. At least once every two weeks an attractive program of an educational or entertainment nature is presented by nationally known speakers or entertainers. The large stage makes possible the appearance of large musical organizations, local and traveling, and provides excellent facilities for work in dramatics.

Home Management House

A thoroughly modern and fully equipped Home Management House located near the Infirmary contains all conveniences and accommodations needed in such a building. Recreation room, store room, and laundry are found in the basement. A large living room, kitchen, and director's living quarters are on the first floor. On the second floor are comfortable, well-lighted student rooms. The Home Management House is well planned and equipped to further the objectives of Family Life Education.

The Infirmary

The Stout Institute maintains an infirmary for the care of students, where every detail of health is carefully supervised. A resident registered nurse supervises the health of students throughout the college and is on duty at the infirmary. The nurse maintains regular office hours in her rooms in the Home Economics Building. A college physician is available for consultations. Students are given a medical examination upon entrance and graduation.

A Student Health fee of $2.50 per semester is paid by all students. This fee insures dispensary service, physical examinations, and three days of infirmary care without charge. After the third day a charge of $1.50 a day will be made for meals. Students rooming in dormitories where meals are served will not be charged for meals while in the infirmary.

Any student who is too ill to attend classes should report at once to the school nurse. Students living in Menomonie shall have their parents or guardian notify the school nurse. Cases of severe illness or other serious situations that will enforce prolonged absence should be reported to the Dean of Women and Dean of Men.

Dormitories

Three dormitories are provided for women, Bertha Tainter Hall, Bertha Tainter Annex, and Mary Eichelberger Hall. These dormitories are located on spacious grounds overlooking Lake Menomin. The reception rooms and student living quarters are all comfortably and attractively furnished. The dining room, located in Tainter Hall, serves carefully planned meals at a charge of $9.75 per week. Board is payable six weeks in advance. A laundry in connection with the women's dormitories provides service to students in these dormitories at a minimum charge.

Lynwood Hall, the men's dormitory, has large recreation and living rooms and comfortable quarters for the men students. The building is soundproofed. Students who live at Lynwood eat in the college cafeteria, one-half block from the dormitory.

All non-resident freshmen and transfer students are required to live in the college dormitories. All sophomore students under twenty-five

years of age are also expected to live in the dormitories, when such accommodations are available. An application form for a room must be filed along with the other forms included in the admission papers. A ten-dollar advance is required.

The charge for a room for each student for one semester (18 weeks) is $76.50. This price applies to all dormitories. Room rent is payable in advance at the beginning of each semester.

Rooms are available on the Sunday immediately preceding registration day in the fall. All rooms are assigned for the entire academic year. Each room is furnished with new beds and inner spring mattresses, pillows, dressers, study tables, chairs, and bookcases. Sheets, pillow cases, and laundering for same are also supplied. The student must supply towels, blankets, a bed spread and curtains. The bed spread and curtains should be arranged for with roommate after assignment of room has been made. Students are requested not to bring additional furniture, particularly floor lamps. A practical study lamp for the table with rubber insulated cord and plug is permissible and desirable. All such lamps will have to be inspected by the school electrician before they are used. Radios are permitted in students' rooms, provided the regulations for student radios are obeyed. A community radio is also supplied.

Accommodations for men and women students not living in the dormitories may be procured in the city at varying rates, depending on the location and quality of service. Room rents may be as low as $3.50 per week per person.

The Tea Room

The Stout Tea Room is used chiefly as a laboratory for classes in applied institution management. Attractive, well balanced, inexpensive meals are served. On these occasions, the Tea Room is open to students, faculty, and their friends.

The Cafeteria

The Stout Cafeteria, located in the east end of the Home Economics Building, is used by students, faculty, and their friends. The dining room is modern and colorful. Excellent and inexpensive meals are served daily. Students can obtain adequate meals at from $8.00 to $10.00 per week. The complete cafeteria service is under the direction of the Director of Institution Management. Students are advised to eat their meals in the cafeteria, using meal tickets provided. The cafeteria will open on Monday noon of the first week of the college year.

The Student Union

The Stout Union, located on the second floor of the Physical Education Building, is a large room provided with a number of tables and chairs suitable for serving light refreshments. The snack bar is open throughout the entire day and evening. Lounge chairs and upholstered wall benches furnish comfortable seats for groups wishing to chat with friends or watch television. The clubroom adjoins the Union and contains facilities for pool, billiards, ping pong, and bowling. A large swimming pool is enjoyed throughout the school year and is an important addition to the recreational facilities.

ACADEMIC INFORMATION

ADMISSION TO COLLEGE

The Stout Institute provides three opportunities for registration during the year. Students may register at the beginning of the first semester in September, the beginning of the second semester in January, or at the beginning of the summer session in June.

Admission to college may be secured:

1. By presenting a certificate of graduation from an accredited high school.
2. By submitting evidence of studies successfully pursued in another institution of higher learning.
3. By qualifying as an adult special student.

Prospective students may learn at any time by correspondence with the Registrar whether or not they have the necessary qualifications for admission and upon what basis they may be admitted.

All credentials should be filed sufficiently in advance of the date chosen to permit the Registrar to pass upon them and to issue the proper letter of admission. Candidates for admission in September should have their credentials filed with the Registrar by the first of August. The credentials must in every case include a complete record of all previous secondary school and advanced work.

Persons who plan to enter Stout should fill out and file application for enrollment as early as possible after high school graduation. Blanks will be furnished promptly on request. Application for admission must be complete and accurate. Failure to include requested information or misrepresentation may be the basis for dismissal. The health certificate, when filled out, must be forwarded to the President before the beginning of the semester. Late registration is discouraged. All students are expected to register on general registration days.

Entrance Requirements

Entrance requirements of The Stout Institute shall be interpreted as graduation from approved high school or equivalent training. Not less than 15 units shall be accepted.

1. The following units shall be required of all:
   English ..... 3 units
   Algebra ..... 1 unit
2. Two units are to be presented from one of the following:
   Foreign Language, History, Social Science, Science.
3. In addition to the units required under 1 and 2, a sufficient number of units to make a total of fifteen must be offered from groups A and B. Not more than 5 units may be offered from Group B.

Group A	Group B
English and Speech	Agriculture
Foreign Language	Commercial Subjects
History and Social Science	Home Economics
Mathematics	Industrial Arts
Science	Mechanical Drawing
Advanced Applied Music and Art	Optional (2 units)

4. Any deficiency in entrance requirements must be made up. The college will not be responsible for providing facilities for make-up work.

All first year entrants and all transfer students are required to take Freshman Counseling Tests which are given during registration week. A special two dollar fee will be charged those who take the examinations at other than the scheduled time.

A supplementary physical examination is made of all first year students. The examination is made by the college physician. The charge for this examination is included in the infirmary fee referred to elsewhere.

These credentials, together with an approved statement of rooming arrangements, are required before the enrollment is considered complete.

RECORDS OF STUDENTS

Applications for admission and scholarships are filed in the office of the Registrar. Copies of the student's high school records and transcripts of credit earned in other colleges are permanent records in the files of the Registrar's office. Problems pertaining to scholastic and registration records are also referred to the Registrar.

Transferred Credits

Students entering The Stout Institute who have had any work whatsoever in another institution of higher learning, regardless of whether or not they wish to receive credit for it, must submit complete credentials of both their high school and college work to the Registrar. All such transcripts and supplementary material should be sent at least a month preceding the opening of the session the student desires to enter.

Students who hold bachelor's degrees from other institutions must spend one year in residence and meet the minimum requirements of their major in order to obtain the degree of Bachelor of Science from The Stout Institute.

Sixteen semester hours of approved courses done through extension or correspondence, not more than five semester hours of which shall be correspondence credit, shall be the limit accepted by The Stout Institute for graduation requirements. Students of this college must count correspondence courses in their semester load; therefore, permission should be secured from the Dean of the Division before registering for a correspondence course. If the student has a year and vacation time to complete the course it would not be counted in the semester load.

Veterans

Curriculum adjustments will provide for a modified program to meet the needs of students who have had service in the U. S. Armed Forces.

Credit for educational experience in the U. S. Armed Forces will be assigned according to the recommendations of the Guide compiled by the American Council on Education.

Transfer of Records

Students wishing to transfer from The Stout Institute to another institution should request the Registrar to send a transcript of record and letter of dismissal, giving notice of at least one week.

SCHOLARSHIP STANDARDS

Credit for work done at the College is expressed in semester hours. A credit of one semester hour represents the satisfactory completion of the work of one recitation a week for a period of one semester. A course having five recitations a week will, therefore, give five semester hours of credit. (Two hours of laboratory work will count as one credit hour).

In order to receive a degree, the student not only must gain the required number of credits in the course which he is pursuing, but also must attain a certain standard of scholarship. This standard is fixed by grade points as credits. Grade points are apportioned as follows:

A 3 grade points per semester hour credit—Excellent
B 2 grade points per semester hour credit—Good
C 1 grade point per semester hour credit—Average
D 0 grade point per semester hour credit—Poor
F Failure

Inc. "Incompletes" are given only in cases in which the absence incurred has been due to situations over which neither the student nor the teacher has any control. To secure an Incomplete, a student must have a passing grade in the course at the time of withdrawal.

Attendance Regulations

1. For each unexcused absence in excess of two per class per semester, one negative grade point will be recorded.
2. The day before and the day following a vacation are "no-cut days." One negative grade point will be recorded for each unexcused absence from a class on a "no-cut day."
3. All excuses will be issued by the Dean of Men or the Dean of Women.
4. Students are held responsible for all class work. Make-up will be permitted for excused absences.
5. Attendance at scheduled convocations is required. Regulations 1, 2, and 3 apply.

REQUIREMENTS FOR GRADUATION

Fully registered students at The Stout Institute, in the Division of Home Economics, must complete one hundred and twenty-four semester hours and earn one hundred and twenty-four grade points, plus the requirements in physical education. Students in the Division of Industrial Education must complete one hundred and twenty-eight semester hours and earn one hundred and twenty-eight grade points, plus the requirements in physical education.

Each candidate for graduation must, in addition to meeting the

requirements in the major, have two academic minors of fifteen semester hours each.

The minimum residence requirement is thirty-two semester hours and thirty-two grade points to be earned in at least thirty-six weeks of attendance at The Stout Institute. The last year of credit must be earned in residence at The Stout Institute. Candidates for diplomas are required to attend the Commencement Exercises.

Registration with the Placement Office is a requirement for graduation.

The Degree of Bachelor of Science

The degree of Bachelor of Science is conferred upon all students completing curriculum requirements in the Division of Home Economics and in the Division of Industrial Education. These courses require four years work beyond the high school. Upon completion of the work of the Education major a diploma is issued, which by statute is made the basis for a life certificate after two years of successful teaching in Wisconsin. This life certificate legally qualifies the holder to teach in the public schools of the state the subjects in which he has taken training. The license is issued by the Wisconsin State Department of Public Instruction.

Students graduating with a major in Dietetics meet the requirements set up by the American Dietetic Association.

Honors

In each graduating class, the selection of students for high distinction and distinction is based upon scholarship, personality, promise of success, social attitudes and accomplishments, and value to the school. The high distinction group is not more than 5% of each of the graduating groups, Home Economics and Industrial Education, and the distinction group not more than 10%. These honors are indicated on diplomas and on the commencement program.

FINANCIAL INFORMATION

FEES FOR ONE SEMESTER

Fee for Library	$ 5.00
Fee for Physical Education, Laboratories, and Shops	30.00
Student Health Fee	2.50
SSA Membership	11.50

Room and Food Costs

Students living in dormitories are charged $76.50 per semester. Food at the dormitory dining room is $175.50 per semester. Room and board may be had for less off the campus.

Tuition, Regular Session

Tuition for residents of Wisconsin — no charge.

The tuition charge for non-residents and the definition of non-residents are covered in the following quotation from the Wisconsin statutes:

"Any student attending The Stout Institute who shall not have been a resident of the state for one year next preceding his first admission thereto shall pay a tuition fee not to exceed two hundred dollars for the school year and a proportionate amount for attendance at the summer session."

Tuition is payable in advance each semester.

Shop and Laboratory Fees

Fees charged for shop and laboratory courses are included in the $30.00 semester fee referred to above. In addition to the shop and laboratory fees students are required to pay for any breakage or damage for which they are responsible. Fees are payable registration day at the beginning of each semester and summer session. The fee receipt is to be retained by the student to gain admittance to classes. A charge is made for duplicate receipts.

Library Fees

A library fee of $5.00 per semester is charged in addition to the $30.00 general fee charged to all students. For this fee most of the neces-

sary textbooks are furnished from the loan textbook library without any extra charge to students. The reference library is supplied with standard books needed to supplement textbooks in different subjects.

The reading room is supplied with daily and weekly newspapers, educational, literary, and technical periodicals adapted to the needs of the students and available for their use.

In addition to The Stout Institute library, students have access to the Memorial Free Library one block from The Stout Institute main buildings. The combined facilities of the two libraries make available 52,000 volumes, exclusive of public documents.

The Stout Student Association Membership Fee

All students are members of the Stout Student Association. The student activity fee entitles every student of the college to admission to all athletic events; to all concerts given by student musical organizations; to productions by the dramatic organization; to lyceum and assembly programs sponsored by the college; and to all student dances given under the auspices of the student association. The fee also covers the cost of subscription to **The Stoutonia**, the student weekly newspaper; **The Tower**, the college annual; and class membership. This fee is $11.50 each semester and is payable at the time of registration.

Incidental Fees

Diploma Fee	$5.00
Special Examination Fee (taken in special cases only)	$2.00
Lock Deposit $1.00—Refunded	$ .75

SCHOLARSHIPS

Mary J. Eichelberger Fellowship

Six fellowships will be awarded each year to graduate students who are qualified to teach or to assist in class and laboratory work. The sum of $360.00 will be paid to each fellow. Selection of candidates is made by a committee of deans and is based upon qualifications for a particular assignment on the campus and professional promise.

Legislative Scholarships

Out of state tuition exemptions in the amount of $200.00 per year will be granted in accordance with the provisions in the Wisconsin Statutes.

The Stout Institute also grants scholarships which include exemptions from fees for materials in the amount of $60.00 per year. The Wisconsin Statutes provide that the Board of Trustees of The Stout Institute may grant such scholarships to high school graduates of public or private schools who during their high school courses ranked first in scholarship in Wisconsin high schools enrolling less than 250 students; to those ranking first and second in scholarship in Wisconsin high schools enrolling 250 to 750 students; and to those ranking first, second, and third in scholarship in Wisconsin high schools enrolling 750 or more students. In case the person or persons eligible for scholarships under conditions cited above do not elect to enroll at The Stout Institute, scholarships may be granted to graduates who were next highest in scholarship rank in Wisconsin high schools.

Alumni Scholarships

In addition to scholarships offered by the college, The Stout Institute Alumni Association has set up and maintains a scholarship award fund providing several sixty-dollar cash awards each year. Any prospective student interested in one of these awards should either personally contact a Stout alumnus or write directly to the Secretary of the Stout Institute Alumni Association at The Stout Institute, Menomonie, Wisconsin. The secretary can assist the prospective student in contacting a Stout alumnus where such assistance is needed. Any alumnus will be glad to give all the information needed and answer any questions which may arise concerning enrollment, attendance, and college life at The Stout Institute.

The Rotary Club Scholarships

The Rotary Club of Menomonie provides two $60.00 scholarships to worthy freshman students at The Stout Institute.

The Bankers of Menomonie Scholarship

The Bankers of Menomonie offer a scholarship of $60.00 to a deserving freshman at The Stout Institute.

The Chamber of Commerce Scholarships

The Chamber of Commerce of Menomonie has established two scholarships in the amount of $60.00 each for qualified freshmen at The Stout Institute.

The George Wilson LaPointe, Jr., Memorial Scholarship

This fund was created by friends of the late George Wilson LaPointe, Jr., nationally known lumberman. The income from the fund is used as a scholarship awarded from time to time to a deserving and worthy student. Where possible, preference is given to a man whose technical concentration is in the field of woodworking.

American Federation of Labor Scholarship

The Wisconsin State Council of the United Brotherhood of Carpenters and Joiners of America, A. F. of L., annually selects a graduate apprentice for a one year scholarship. This scholarship covers the basic expenses for the student, enabling him to attend The Stout Institute for one year. The student is selected through competitive examinations and takes a special program of work.

The Dunn County Home Demonstration Council Scholarship

The Dunn County Home Demonstration Council awards $100 annually to a Dunn County girl with an outstanding high school record who plans to study home economics at The Stout Institute.

The American Association of University Women Scholarship

The Menomonie Branch of the A. A. U. W. annually awards a scholarship of $60.00. The recipient is a girl who graduates from a Menomonie high school and enters The Stout Institute.

Fraternity and Sorority Scholarships

An annual award of $25.00 is made to outstanding students by each of the following fraternities and sororities:

Alpha Psi Omega
Epsilon Pi Tau
Pallas Athene
Phi Omicron Beta
Phi Upsilon Omicron
Sigma Sigma Sigma

Foreign Students

A yearly grant of $300 will be available alternately for one Industrial Education and one Home Economics student residing outside of the United States and its territories.

STUDENT LOANS

In 1921 Mrs. Mary J. Eichelberger of Horicon, Wisconsin, willed to The Stout Institute twenty thousand dollars in preferred stocks and cash. This legacy came to the institution without stipulation as to the purpose or use to which it was to be put. For several years no use was made of this fund.

In 1942 the Administration recommended that the earnings from the principal and such part of the principal as might be necessary should be used in making loans to worthy and capable students when in need. No part of the principal has been used. The fund has, through dividends and interest additions, increased to a considerable sum. Ten thousand dollars is now being used by students in attendance or is being repaid by students who have graduated.

Students who in the opinion of the Committee need financial aid may be granted a loan from the Student Loan Fund. The Committee considers the scholarship, character, personality, and professional promise of the applicant in granting a loan. Freshmen are not eligible to use this money. The loans are payable within one year after the student leaves the college.

SELF SUPPORT AND STUDENT AID

While there are opportunities for a student attending Stout to earn a part of his expenses, it should be borne in mind that the courses are designed to require the whole of his time and effort and that the amount of outside work he will be able to do cannot be great. For this reason students whose funds are insufficient to meet their expenses for at least the first year are not encouraged to enter college. Students working to earn part of their expenses are expected to carry a reduced program.

As far as possible, students are employed for extra work in the library, laboratories and cafeteria. Some opportunities offer themselves outside of school agencies. A great deal depends, of course, upon the ability and energy of the individual, and his willingness to do any kind

of work. The best places are usually obtained by those who have been in college for some time and have established themselves as good workers.

Stout does not guarantee employment. It does, however, make a special effort through its college employment bureau to locate students needing work as a means of paying expenses.

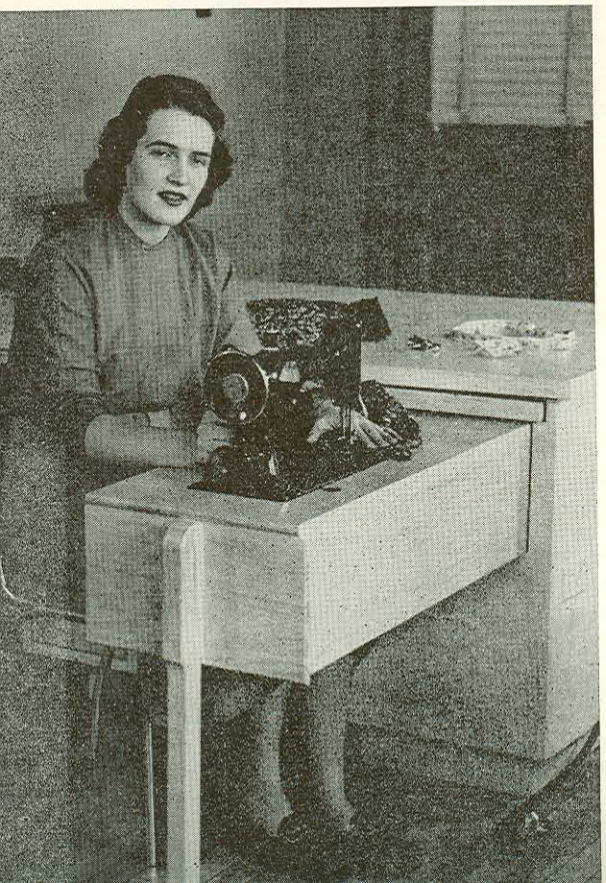
REFUNDS

Students who are compelled to withdraw from college by reason of illness are entitled to a refund of tuition from the date when notice of such withdrawal is received before the end of the semester. Such refund will not be given in cases where the illness is due to poor physical condition or ill health existing prior to enrollment. Any request for withdrawal from college must be accompanied by written permission of his or her parents.

Students boarding in the dormitories are also entitled to a refund of whatever amount has been advanced for board beyond the date when notice of withdrawal is received.

Refund for advance payment of room rent in the dormitories is allowed from the date when the room is again rented. Effort is made to get an occupant at the earliest date possible.

As books and supplies for which fees are charged have to be bought in advance in quantities necessary to supply the entire enrollment, no refund of fees is made in any case.



• One of the food laboratories. With this attractive and functional arrangement, the food laboratories offer modern equipment for effective instruction in food and nutrition.

• A work center in a clothing laboratory. This new type of table, designed at The Stout Institute, contains in one compact unit, all the facilities for clothing construction.

STUDENT PERSONNEL SERVICES

A major aim of The Stout Institute is to assist students in making maximal progress toward suitable, achievable, and satisfying educational, vocational, personal, and social goals. To facilitate the accomplishment of this aim, the non-instructional and non-business areas of the college administration are organized into a program of Student Personnel Services.

These services include: selection and retention of students, orientation of new students, personalized registration, counseling, testing, health services, housing, food services, personnel records, co-curricular activities, financial aid (including part-time employment), remediation of scholastic deficiencies, stimulation of student religious activities, research, placement and follow-up. The personnel program seeks to supplement the instructional offerings by providing both group and individual experiences which focus attention on self-understanding, personal growth and wholesome citizenship in a democratic society. Every possible effort is made to foster a friendly democratic atmosphere in all personnel work so that personal integrity and group morale will be preserved.

FRESHMAN WEEK

A major portion of the opening week of each school year is devoted to orientation activities for students who enter the college for the first time. During this period, these students follow a schedule which acquaints them with the college campus and its buildings, the city of Menomonie, their fellow students and faculty members, their class schedules, the church of their choice, and the customs and aims of The Stout Institute. Among the happiest and most worthwhile phases of Freshman Week are the contacts that new students make with each other and with the upperclassmen and the staff members. Students who enter wholeheartedly into this program will find themselves ready to begin effective and happy participation in college life. A testing program is also included during Freshman Week so that the counselors may assist these students more effectively.

ADVISERS

The foundation of the student personnel work is laid in the day-to-day contacts between teachers and students. The Deans of the Home Economics and Industrial Education Divisions also provide a great number of personnel services. They administer the programming of students and do much of the educational counseling involved in such planning. The deans are assisted by faculty advisers.

At entrance, each girl is assigned to a faculty member who serves as her adviser during her stay at the college. The adviser assists the student with the preparation of a program of studies prior to each registration period, as well as with other problems. Referrals are made to the Dean of the Home Economics Division, or to the Counseling Center, if the student and the adviser so decide.

Men students are assigned to freshman advisers for the first year

of college. At the beginning of the sophomore year, or as soon as the students have selected their areas of concentration, they are assigned to a faculty adviser in the field of their major interest. All advisers assist their advisees with programming prior to each registration period and assist them with other problems with which they are in a position to render help. Referrals are made to the Dean of the Industrial Education Division or to the Counseling Center, whenever the need for additional counseling develops.

COUNSELING AND TESTING CENTER

The Director of Student Personnel Services, in addition to his general coordination duties, maintains a counseling and testing center for those who desire assistance with personal, vocational or educational problems. Students should seek his services if they are experiencing scholastic difficulty; if they are in doubt about the appropriateness of their vocational or educational goals; if they are torn by conflicting feelings which cause worry and social ineffectiveness; if they desire to increase their self-understanding by participating in counseling interviews, testing, or other means of self-study; or if they have other problems. Aptitude, achievement, interest, and personality tests are administered to students without charge if students seek and need such service.

SOCIAL LIFE

The Dean of Men and the Dean of Women plan and administer the social program of the college in such a way that wholesome development in regard to group living and personal development is stimulated. Students who desire assistance in regard to housing, social adjustment, participation in activities, orientation to college customs and regulations, and similar matters are invited to seek the help of these deans.

HEALTH OFFICE

The health of students is carefully guarded. Health counseling is provided for all students by the college physician and the resident registered nurse, whenever the medical and physical examinations indicate a need for it.

FINANCIAL AID

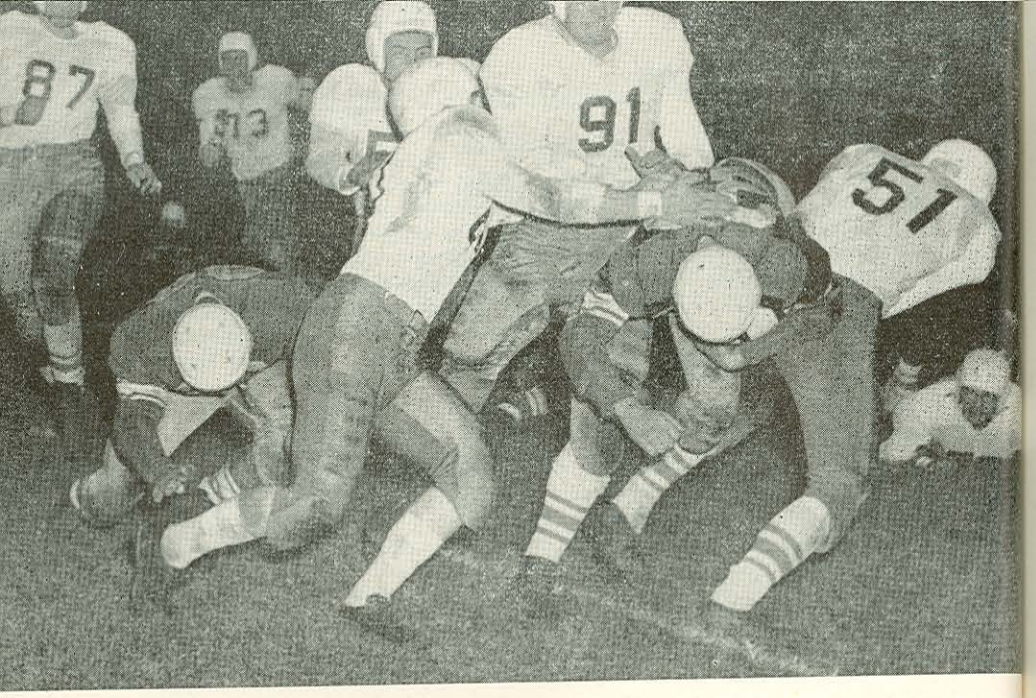
The Dean of Men maintains a placement service for students who seek part-time employment. All applications for on-campus employment are processed by him and he also maintains contact with off-campus employers of students. Loans to students are also processed from this office. Students who need funds for emergency purposes should consult him.

VETERANS SERVICE

Special assistance is given veterans by the Dean of the Industrial Education Division. His office provides veterans with current information on veterans affairs and maintains liaison between the Veterans Administration and the college.

PLACEMENT

During the senior year, all students complete records for use by the Placement Chairman. The placement office is maintained to serve seniors, graduates and employers. This service is dependent upon the cooperation of the graduates in maintaining up-to-date credentials. Due to its national reputation in home economics and industrial arts, coupled with the critical shortage of professional personnel in most of the areas for which curricula are offered, The Stout Institute has maintained an enviable placement record. The Placement Chairman brings to the attention of properly qualified seniors and graduates, vacancies which employers report, realistic information regarding trends in supply and demand, and data about salaries and conditions of employment.



• The Blue Devils, the Stout football team, in action. The Blue Devils are strong contenders for the championship of the Wisconsin State College Association.

• A corner in the Student Union. The Union is a favorite gathering place for refreshments, relaxation and recreation.

STUDENT ACTIVITIES

The Stout Institute offers a wide range of student activities. The college encourages all students to participate in campus organizations, for these contribute to better citizenship and a more satisfying personal, family, and social life.

All students are members of The Stout Student Association. Within this organization, there is a strong student government, which consists of three parts: 1. Four executive officers, elected by the student body; 2. The student governing board, a policy-making group consisting of ten students and three faculty members; and 3. A student court to handle disciplinary problems.

PUBLICATIONS

The Stoutonia, the student weekly newspaper, ranks high among college newspapers. It offers opportunities for experience in printing as well as writing, photography, editing and advertising. The Tower, the college annual, is also a student product. Both publications are financed by SSA funds. These publications are distributed to all students, as members of the SSA.

ATHLETICS

Stout is represented each year by football, basketball, baseball, tennis and golf teams. The college is a member of the Wisconsin State College Conference. The "S" Club is a local organization for men who have earned letters in intercollegiate sports.

RECREATION AND SPORTS

A varied program in intramural sports is offered for the men. The Women's Athletic Association sponsors a similar program for women. The Rifle Club, the Ski Club and the Bowhunters Club offer opportunities for those students who are interested in other active sports.

DRAMATICS

The Manual Arts Players of Alpha Psi Omega, a national dramatic fraternity, offers several plays each year. Membership represents those who participate in the backstage production as well as in acting.

MUSIC

The Symphonic Singers, an a capella choir, has attained recognition through its concerts in many states. The Glee Clubs, Band, and Orchestra also add greatly to the musical opportunities of the school. Several concerts are presented each year.

SERVICE

Alpha Phi Omega is a national fraternity for men who are interested in scouting. This organization is active in both campus and city affairs.

HONORARY ORGANIZATIONS

Epsilon Pi Tau, national honorary scholastic fraternity in industrial arts education and vocational education, is represented on the Stout Campus by Theta Chapter. Tau Chapter of Phi Upsilon Omicron, national honorary scholastic fraternity in home economics, is made up of women who have achieved distinction in scholarship and leadership.

PROFESSIONAL AND EDUCATIONAL CLUBS

The Home Economics Club, affiliated with the American Home Economics Association, sponsors several all-school projects. The Stout Typographical Society is an organization of men who are interested in printing. The Dietetics Club, Arts and Crafts, and Radio Club offer educational and recreational opportunities for those with special interests.

SOCIAL FRATERNITIES AND SORORITIES

There are four sororities and four fraternities on the Stout campus. Some of them are national and some local. These organizations contribute to the social life and experiences of their members and the college as a whole.

RELIGIOUS ORGANIZATIONS

Student groups from the various churches in Menomonie are organized and carry on active programs in their respective churches. They are the Congo Club (Congregational), the Newman Club (Catholic), the Lutheran Student Association, the Wesley Foundation (Methodist), and Gamma Delta (Lutheran).

The Inter-religious Council consists of three representatives from each of the above groups. Its aims are to stimulate student religious development, coordinate student religious activities, and promote an understanding among clergymen, faculty members, students, and parents of the relationship that should exist between higher education and religion in a democratic society. It is the policy of the college to respect the religious preferences of all students and yet to prevent conflict with the principles of separation of church and state, and of academic freedom. Encouragement, not sponsorship, is the essence of the program.

In addition to these organizations, there is an interdenominational student organization, the Stout Christian Fellowship, on the campus. Another interdenominational organization, for girls, the Y.W.C.A., sponsors many campus activities such as the Mother-Daughter Banquet and the Big-Little Sister program.

SUMMER SESSION

The 47th and the 48th summer sessions of The Stout Institute will be held during the summers of 1952 and 1953. The summer sessions open two weeks after the close of the regular session in June.

The session will be six weeks in length. The large majority of the courses will be on the six weeks' basis. Some courses will be available in three-week units. Courses are arranged in the schedule to permit the maximum flexibility in combinations to meet current educational needs. The summer session bulletin issued in April gives full information on courses and schedule.

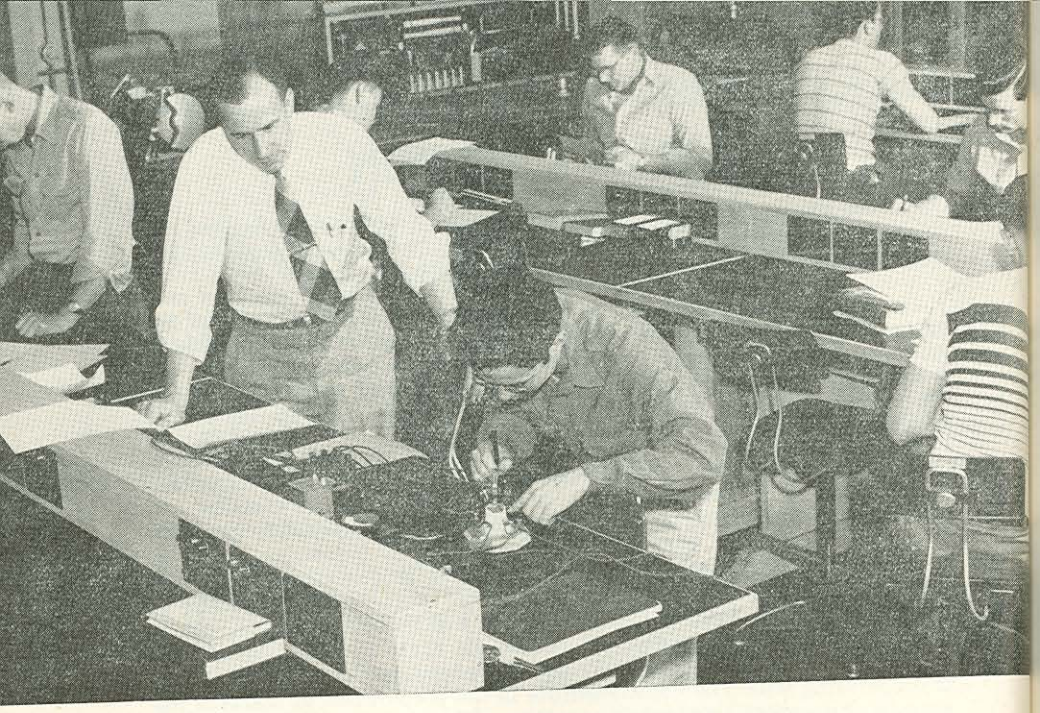
Summer session classes are designed to meet the needs of various groups of people. Former students and graduates have an excellent opportunity for taking advanced work. Both graduate and undergraduate work will be offered. Supervisors and teachers of industrial education or home economics can strengthen their work in techniques or in the field of education. All persons interested in specific studies related to work in industrial or homemaking courses will find much of interest in the summer session schedule. The Wisconsin State Board of Vocational and Adult Education through the use of federal teacher training funds is cooperating with The Stout Institute in the preparation of teachers for schools of vocational and adult education. The summer session schedule carries an excellent range of courses required for vocational classification.

Special lectures and conferences are included in the summer session program. It has been the policy of the college to secure special speakers particularly well qualified to handle the larger social problems of the present time. Special emphasis is given to the relationships and responsibilities which home economics and industrial education teachers have in the solution of these problems.

Credit granted for courses taken during the summer session will apply on course requirements where such courses are in the curriculum leading to the degree. The time assigned to summer session courses is increased in sufficient amount to permit students to carry the courses for the same credit as in the regular session.

Teachers whose work remaining for the degree is in an amount too large to be conveniently completed through summer sessions are advised to use one or two semesters of attendance in addition to summer session attendance. In the preparation of the summer program certain courses are offered every summer while others are alternated. Students planning to attend several summer sessions should consult advisers at the time of registration. Opportunity is offered in various courses to meet the rapid changing requirements in teaching positions.

The April issue of The Stout Institute Bulletin is the annual summer session bulletin. This contains general information on the summer session, descriptions of courses, and the summer session class schedule including both undergraduate and graduate work. It will be sent on request.



• The electricity laboratory. Individual electrical equipment is easily accessible to each student in this well planned laboratory.

• A carpentry project. Students often have the opportunity to acquire practical experience in their carpentry courses.

COURSES OF STUDY

Industrial Education

The four-year curriculum in the Division of Industrial Education at The Stout Institute leads to a degree of Bachelor of Science with a major in Industrial Education or Vocational Education and the special state license.

Supplementary licenses to teach additional subjects are based on the electives selected. The general purpose of this curriculum is to provide a balanced educational development. This balanced development is brought about through closely integrated courses in sequenced progression within the several subject groups in technical work, in English, social science, science, mathematics, education, and physical education. The specific purpose in the curriculum is to prepare the students for the requirements of the industrial education teaching and supervisory positions in elementary schools, junior high schools, senior high schools, vocational schools, junior colleges, and technical institutions. Through controlled choices in the technical and educational sequences, provision is made for licensing or certificating requirements of state departments of education. Through carefully balanced sequenced progression in academic courses, a basic preparation is provided for continued professional study.

The first and second years are general preparation. Students are required to take a range of work indicated in these years in the technical and other sequences. The basic exploratory range of industrial work required in the first year is supplemented by controlled choices in the second year which continue the development of a broad general foundation in this sequence.

For those students who are not journeymen or who have less than four years of apprenticeship and three years of journeyman experience in the trade, the major in industrial education is open. For those who have the trade experience and who are eligible for classification as vocational teachers, either the major in industrial education or the major in vocational trade and industrial education may be selected.

The tabulated material immediately following indicates the curriculum definitions for the major in industrial education. Following this information is the statement indicating the modifications in the industrial education curriculum for those who are eligible for the curriculum with the vocational trade and industrial major.

CURRICULUM IN INDUSTRIAL EDUCATION

First Year

	Sem. Hrs.
English 102 a-b—English Composition	6
Speech 106—Speech I	2
Mathematics 209—College Algebra	4
Physical Education 101—Personal Health	1
Education 123—General Psychology	3
Industrial Education (See list) —Shop, Drawing, Design	16
Physical Education 127—Physical Education	0

The 16 hours of shop work and drawing in the first year consist of eight courses in the following:

IE 107	Hand Woodworking	IE 117	Printing
IE 131	Machine Woodworking	IE 119	Electricity
IE 115	Sheet Metal	IE 118	Freehand Drawing
IE 113	Machine Shop	IE 121	Ele. of Mech. Drawing

The shop work and drawing in the first year is required of all students. Recognition of incidental experiences by the students in the field of work covered by any of the courses in this group is made individually. For those entering with specific journeyman experience in trades, the freshman schedule is modified.

Second Year

	Sem. Hrs.
Science 115—Inorganic Chemistry	5
Mathematics 213—Trigonometry	3
Social Science 200—Human Relations	3
Education 222—Principles of Secondary Education	2
Education 303—Educational Psychology	2
Education 234—Activity Analysis	2
Education 236—Course Development	2
Education 228—Business Management in Industrial Education	2
Industrial Education (See list) —Shop, Drawing, Design	10

The 10 semester hours of shop and drawing in the second year will be selected as follows:

Three courses selected from the following in terms of the student's fields of concentration in technical work.

IE 226	General Drawing	IE 363	General Graphic Arts
IE 335	General Metal	IE 209	General Finishing
IE 116	General Woodwork	IE 369	Gen. Industrial Mechanics
IE 253	General Mechanics	IE 242	General Motor Mechanics

Two additional courses from general list in terms of fields of concentration in technical work.

The selection of technical courses in shop work, drawing, and design in the second, third, and fourth years is based upon continuous survey studies. The choices in the second year continue the exploratory range begun in the first year and include instructional experiences in typical general shops. These are selected in terms of the fields of concentration which the individual student plans to develop in his technical work. The selection of technical courses in the third and fourth year is based upon the experiences of the student in the first and second years, a detailed study of the trends in educational requirements as evidenced in the distribution in calls for teachers, and continuous studies of change in modern industry. The implications of the results of these studies are used in teacher training to meet the requirements for general education and for vocational education. Selections of courses are combinations made from the following:

Aircraft Construction	Painting and Decorating
Carpentry	Oxy-acetylene & Electric Welding
Cabinetmaking	Sheet Metal
Furniture and Case Design	Machine Shop
Patternmaking	Architectural Drawing
Millwork	Aircraft Drawing
Woodturning	Foundry
Furniture Upholstery	General Metal
General Woodworking	General Graphic Arts
Freehand Drawing	Printing
Machine Drawing	Photography
General Drawing	Masonry
Mechanical Drawing	General Building Construction
General Mechanics	House Furnishing
General Industrial Mechanics	Electrical Work
Industrial Mechanics	Radio
General Motor Mechanics	Electronics, Applied
Auto Mechanics	Plastics
General Finishing	

Those who wish technical courses in shopwork, drawing, or design for preparation for technical or junior executive positions in industry or positions in industrial training departments will find selections from the technical and education courses particularly applicable.

Those who desire to take special selections of work in English, mathematics, science, social science, or education for the purpose of transferring these credits to other colleges to apply on other curricula will find advantageous combinations of work for as much as two years of attendance.

Third Year

	Sem. Hrs.
English 346—Expository Writing	3
Speech 223—Speech II	2
Science 421—Physics I	5
Choice of two:	
Social Science 201—General Economics (2)	
Social Science 309—General Sociology (2)	4
Social Science 311—Government (2)	
Academic Electives	4
Education 305—Methods of Teaching Industrial Arts	2
Education 408-b—Student Teaching	2
Education Electives	4
Industrial Education (See list) —Shop, Drawing, Design	6

Fourth Year

	Sem. Hrs.
Social Science 411—Problems of American Society	2
Choice of:	
Social Science 407—History of the Americas (3)	
Social Science 410—Modern World (3)	3
Choice of:	Sem. Hrs.
Science 423—Physics II (3)	
Science 425—Physics III (3)	
Science 427—Physics IV (3)	
Science 445—Chemistry of Materials (3)	3
Academic Electives	7
Education 408-c—Student Teaching	2

Education 441—Educational Evaluation	2
Education 401—Guidance	2
Education Electives	2
Industrial Education (See list) —Shop, Drawing, Design	10

ELECTIVES

Supplementary licenses to teach subjects in addition to industrial subjects are based on electives selected. In addition to the major in industrial education, students are required to arrange their selections of electives to complete two academic minors of fifteen semester hours each, when added to required courses. Eight semester hours in one science are required.

EDUCATION ELECTIVES

		Sem. Hrs.
Ed. 350	Adolescent Psychology	2
Ed. 352	Child Psychology	2
Ed. 449	Psychology of Counseling and Guidance	2
Ed. 360	Audio-Visual Education	2
Ed. 439	Audio-Visual Materials, Production of	2
Ed. 423	Safety Education	2
Ed. 448	Driver Education	2
Ed. 452	Driver Education (Advanced)	2
Ed. 480	Theory and Organization of the General Shop	2
*Ed. 402	The Philosophy of Vocational and Adult Education	2
*Ed. 407	Teaching Trade and Industrial Subjects	2
*Ed. 443	Problems in Teaching Trade and Industrial Subjects	2
Ed. 490	Workshop in Tests and Measurements in Counseling	2
Ed. 463	Industrial Arts Education Workshop	2
Ed. 475	Interviewing Techniques	2
Ed. 492	Workshop in Administration in Voc. and Adult Ed.	2
Ed. 470	Conference Leading	2
Ed. 459	Curriculum Procedures I	2
Ed. 472	Coordination	2
Ed. 235	Trade Analysis	2
*Ed. 403	Workshop in Trade and Industrial Education	2 to 4

(* See Wisconsin State Board of Vocational and Adult Education classification requirements.)

GENERAL ELECTIVES

English and Speech

Students desiring to complete an English minor should select courses from the following group in sufficient amount to complete fifteen semester hours in English, counting English courses included in the required group.

		Sem. Hrs.
E 306	Journalism	2
E 410	Writing and Selling Feature Articles	2
E 216	Survey of English Literature	2
E 348	Survey of American Literature	2
E 402	Fiction	2

E 404	Poetry	2
E 406	Drama	2
Sp 444	Play Production	2
Sp 320	Speech III	2

History and Social Science

Students desiring to complete a social science minor should select courses from the following group in sufficient amount to complete fifteen semester hours in social science, counting social science courses included in the required groups.

		Sem. Hrs.
SS 201	General Economics	2
SS 301	Economic History of United States	3
SS 309	General Sociology	2
SS 311	Government	2
SS 326	Problems of the Family	2
SS 407	History of the Americas	3
SS 409	Recent United States History	2
SS 410	Modern World	3
SS 414	Labor Problems	3
SS 417	American Politics	2

Science

Students desiring to complete a science minor should select from the following group in sufficient amount to complete fifteen semester hours in science, counting science courses included in the required group.

		Sem. Hrs.
Sci. 423	Physics II	3
Sci. 425	Physics III	3
Sci. 427	Physics IV (Electronics)	3
Sci. 445	Chemistry III (Chemistry of Materials)	3
Sci. 208	Organic Chemistry	4
Sci. 322	Biochemistry	3
Sci. 206	Bacteriology (Gen.)	3
Sci. 422	Applications of Bacteriology	3
Sci. 214	Physiology and Anatomy	5
Sci. 362	Advanced Physiology	3
Sci. 316	Zoology	3
Sci. 432	Heredity and Eugenics	2-3
Sci. 442	Community Hygiene	2-3

Mathematics

Students desiring to complete a mathematics minor should select courses from the following group in sufficient amount to complete fifteen semester hours in mathematics, counting mathematics courses included in the required groups.

		Sem. Hrs.
Math. 216	College Geometry	2
Math. 220	Spherical Trigonometry	2
Math. 314	Analytical Geometry	2
Math. 315	Calculus	4

Music

A maximum of two semester hours of music may be included in the academic electives to count toward graduation requirements.

		Sem. Hrs.
Mus. 150	Solfeggio	1
Mus. 151	Harmony 1a	1
Mus. 152	Harmony 1b	1
Mus. 153	Introduction to and Appreciation of Music	1
Mus. 160	Theory	1
Mus. 162	Conducting	1
Mus. 164	Men's Glee Club	1
Mus. 166	The College Band	1
Mus. 167	The College Orchestra	1

Physical Education

		Sem. Hrs.
P.E. 263	Basketball Coaching	2
P.E. 265	Football Coaching	2
P.E. 381	Organization and Administration of Physical Education	2
P.E. 382	Activities in Physical Education	2

(Maximum allowed: 4 semester hours.)

COOPERATIVE WORK

All students in the Division of Industrial Education select certain concentrations of work in their technical sequence in shop work, drawing, and design. From time to time opportunities are available for advanced students to spend some time in certain selected industrial establishments securing practical production experience. Regular production experience is available on the campus in certain areas of work. Constant effort is maintained to keep such opportunities available in establishments representing the various content areas included in the technical sequence. The purpose of such work is to give the students modern industrial experience to extend the training experiences secured on the campus. For students who come to The Stout Institute after having already attained sufficient journeyman experience in a trade, the opportunities for the vocational major are available.

VOCATIONAL TRADE AND INDUSTRIAL EDUCATION MAJOR

The 1939 Wisconsin legislature enacted legislation which makes possible the offering of curricula leading to the degree of Bachelor of Science and the degree of Master of Science with a major in Vocational Education. This major on both the undergraduate and graduate level is in addition to the majors in Home Economics and Industrial Education already available on the undergraduate and graduate levels.

In the curriculum for the degree of Bachelor of Science with a major in Vocational Education those applying for the major must be eligible for vocational teaching classification upon graduation. Ordinarily this classification is based upon certain definitions of practical experience. Candidates who are not eligible for vocational classification

upon graduation will not be eligible for the curriculum leading to the vocational major.

(Note: For curriculum requirements for the vocational major on the graduate level, see material elsewhere in this bulletin on Graduate Program.)

The proportioning and distribution of academic, education, and technical courses for the undergraduate vocational major will be similar to the proportioning in the undergraduate programs in the Industrial Education and Home Economics divisions. The Vocational Education classification courses will be recommended. Where necessary these courses will be used in substitution for courses now in the education sequence.

The courses referred to as classification courses are as follows:

For All	Sem. Hrs.
Philosophy of Vocational and Adult Education	2
Vocational Guidance	2
Educational Psychology	2
Elementary Economics	3
Socio-economic Electives	5
Teaching Trade and Industrial Subjects	2
Problems in Teaching Trade and Industrial Subjects	2

(For detailed information, see Teacher Training Series Bulletins, Wisconsin State Board of Vocational and Adult Education.)

Trade experience credit examinations will be arranged to permit candidates for the undergraduate trade and industrial vocational major to earn through examinations up to a maximum of twenty-four semester hours of credit in the total required for the degree of Bachelor of Science. This credit will be available in six-semester hour amounts at certain stated periods in the student's progress through the other credits earned through residence work. In the schedule listed below, the plan and the rate at which the twenty-four semester hours of trade examination credit become available is indicated.

Trade and Industrial Vocational Major
128 Semester Hours

When 32 sem. hrs. residence completed.	6 sem. hrs. credit on occupational experience examination released
When 32 sem. hrs. (Additional)	6 sem. hrs. (Additional)
When 32 sem. hrs. (Additional)	6 sem. hrs. (Additional)
When 8 sem. hrs. (Additional)	6 sem. hrs. (Additional)
104 sem. hrs.	24 sem. hrs.

The credit and grade point requirements for the residence work will be the same as those for the industrial major. For graduation it will be necessary for the students to have as many grade points as semester hours in residence credit.

In this program of examinations based upon occupational experience use will be made of advisory committees to assist The Stout Institute in the formulation and conducting of examinations. Agencies to be represented in these advisory examining committees will include the State Board of Vocational and Adult Education, employers in the occupation,

in which the candidate is being examined, employees in the occupation, and The Stout Institute. The examinations will be conducted at The Stout Institute and will include oral, written, and performance sections.

The occupational experience examination is an optional channel for use by undergraduate vocational major students.

Alternatives are as follows:

Using Vocational Major Examination

Candidates who desire to use the channel of the vocational major examination must have completed apprenticeship and three years of successful journeyman occupational experience. In some instances these requirements will not have been completed at the time the student starts his attendance at The Stout Institute. In such cases the student must have completed these requirements at the time he has completed his residence work for the degree.

In conducting these examinations, as a general rule, the major portion of the written and performance parts of the examination will be completed before the committee meets at The Stout Institute. At the time of the committee meeting the oral examinations will be conducted and the checking and evaluating of the results of the written and performance parts of the examination will be completed. This plan will, however, be subject to modifications when necessary. Candidates will be required to meet a reasonable fee charge for the examination, such fee to be used in meeting the expense in connection with the examination.

Vocational Major Program Without Major Examination

Students who have a major concentration in a technical area in the regular industrial education curriculum may present this as an equivalent of apprenticeship. In addition to the completion of the four year curriculum with the above concentration, a minimum of one and one-half years of occupational experience in the same technical area on the adult journeyman level is required initially with an additional one and one-half years to be gained subsequently.

The work outlined for the curriculum for the vocational major is closely articulated with classification requirements of the Wisconsin State Board of Vocational and Adult Education.

WISCONSIN STATE BOARD OF VOCATIONAL AND ADULT EDUCATION CLASSIFICATION REQUIREMENTS

Under section 41.15 (6) of the Wisconsin Statutes, the State Board of Vocational and Adult Education has set up certain standards of practical occupational experience, teaching experience in schools of vocational and adult education, general educational training, and specific professional preparation for teachers in the Wisconsin schools of vocational and adult education and is classifying such teachers on the basis of these standards.

Teachers of Trade and Industrial Subjects
Junior Classification

Junior Classification is granted to and held by:

A. All teachers of trade and industrial subjects in the Wisconsin schools of vocational and adult education employed—

Outside of Milwaukee prior to January 1, 1926.

In Milwaukee prior to March 17, 1941, who:

1. Are not yet qualified to hold a higher classification.

2. If not already with a record of practical experience in the vocation taught for at least three years beyond the completion of apprenticeship, or the equivalent experience, spend one summer, or the equivalent, during each three-year period in practical work in the trade or occupation indicated until such record shall total three full years.

3. Have agreed to and actually do spend one summer, or the equivalent, during each three year period in professional improvement along the lines laid down for securing Senior A Classification. At least six credits must be earned over each three-year period. The following courses must be taken first:

Philosophy of Vocational and Adult Education .....2 sem. hrs.
Teaching Trade and Industrial Subjects .....2 sem. hrs.

Note: Three year periods mentioned above are those ending as of August 31, 1953, 1956, 1959, etc.

B. All teachers of trade and industrial subjects in the Wisconsin schools of vocational and adult education employed—

Outside of Milwaukee prior to January 1, 1926.

In Milwaukee on or after March 17, 1941, who:

1. Are not yet qualified to hold a higher classification.

2. Have had practical experience in the vocation taught for at least three years beyond the completion of apprenticeship, or the equivalent experience. Or have had practical experience, in the vocation taught for at least one and a half years beyond the completion of apprenticeship, or the equivalent experience, and have agreed to and actually do spend one summer, or the equivalent, during each two year period in practical work in the trade or occupation indicated until such record shall total three full years.

3. Have agreed to and actually do spend one summer, or the equivalent, during each two-year period in professional improvement along the lines laid down for securing Senior A Classification. At least six credits must be earned over each two-year period. The following courses must be taken first:

Philosophy of Vocational and Adult Education .....2 sem. hrs.
Teaching Trade and Industrial Subjects .....2 sem. hrs.

Note: Two-year periods mentioned above are those ending with the second August 31st after the teacher enters upon his work in the school of vocational and adult education and all subsequent two-year periods.

Senior B Classification

Senior B Classification is granted to all teachers of trade and industrial subjects in the Wisconsin schools of vocational and adult education employed—

Outside of Milwaukee prior to January 1, 1926.

In Milwaukee prior to March 17, 1941, who:

1. Are not yet qualified to hold Senior A Classification.
2. Have completed five years of successful teaching of the trade

and industrial subject indicated in the Wisconsin schools of vocational and adult education.

3. Have completed one summer, or the equivalent in professional improvement. At least six credits must be earned, including the following courses:

Philosophy of Vocational and Adult Education .....2 sem. hrs.
Teaching Trade and Industrial Subjects .....2 sem. hrs.

Senior B Classification will be extended as long as the possessor:

1. Teaches the trade and industrial subject indicated successfully in the Wisconsin schools of vocational and adult education.

2. If not already with a record of practical experience in the vocation taught for at least three years beyond the completion of apprenticeship, or the equivalent experience, spends one summer, or the equivalent, during each three-year period in practical work in the trade or occupation indicated until such record shall total three full years.

3. Have agreed to and actually do spend one summer, or the equivalent, during each three year period in professional improvement along the lines laid down for securing Senior A Classification. At least six credits must be earned over each three-year period. The following courses must be taken first:

Philosophy of Vocational and Adult Education .....2 sem. hrs.
Teaching Trade and Industrial Subjects .....2 sem. hrs.

Note: Three-year periods mentioned above are those ending as of August 31, 1953, 1956, 1959, etc.

Senior A Classification

Senior A Classification is granted to and held by all teachers of trade and industrial subjects who meet the following requirements:

1. Practical experience in the vocation taught for at least three years beyond the completion of apprenticeship, or the equivalent experience.

2. Successful teaching experience of the trade and industrial subject indicated for not less than three full years in schools of vocational and adult education; one of these three years must be in Wisconsin.

3. (a) Optional for teachers employed prior to December 18, 1950. Completion of two years of college work in an approved teacher training institution, or the equivalent training.

(b) Mandatory for teachers employed on or after December 18, 1950; optional for teachers employed prior to that date:

(1) High school graduation plus the completion of six specified two-credit courses and three one-week institutes. (See 4-b below), or

(2) Bachelors degree including the six two-credit courses listed under 4-b below plus a two-credit course in Educational Psychology.

4. (a) Optional for teachers employed prior to December 18, 1950. Completion of the following courses, which may be included in the two years of college training required (under 3-a) above, or the equivalent specific training. Sem. Hrs.

(1) Philosophy of Vocational and Adult Education 2

(2) Teaching Trade and Industrial Subjects..... 2
(3) Educational Psychology 2
(4) Vocational Guidance 2
(5) Problems in Teaching Trade and Industrial Subjects.....2
(6) Elementary Economics 4
(7) Socio-economic Electives 4

Note: Four credits of graduate work done by a candidate for a higher degree is accepted in lieu of the six credit totals required throughout these standards.

(b) Mandatory for teachers employed on or after December 18, 1950; optional for teachers employed prior to that date.

Completion of the following courses: Sem. Hrs.
Philosophy of Vocational and Adult Education 2
Teaching Trade and Industrial Subjects (Methods)..... 2
Guidance (Basic Course) 2
Improvement and Development of Course Material 2
Job Analysis 2
Socio-economic Elective or Conference Leading 2

Completion of the following one-week institutes:

X—Selection and organization of subject matter in trade and industrial education.
Y—Shop and laboratory organization and management.
Z—Evaluation techniques and practices in trade and industrial education.

Unclassified

All teachers of trade and industrial subjects who do not have the qualifications for any of the ranks of classification as herein set up shall be designated as Unclassified.

HOME ECONOMICS

The field of home economics is concerned with problems of home and family life, and its studies are based upon an understanding of the natural and social sciences and the humanities. The offerings in the Division of Home Economics are planned to meet student needs in family and community living and to offer a worthwhile training in the many professional fields open to home economists. Graduates of this college are prepared to fill positions in the teaching field, hospital dietetics, institution management, commercial demonstration work, in agriculture extension service, and a wide range of home economics positions in business.

The curriculum in this division meets the requirements for the degree of Bachelor of Science with a major in Home Economics Education, Home Economics, or Vocational Education. It also permits the meeting of requirements for teachers' licenses and certification by the American Dietetics Association for dietitians. Students may complete requirements for graduation through choice in Home Economics Education, Dietetics, Institution Management, or a General Home Economics sequence of courses. In the latter group special selections may be made in Food, Clothing, Related Art and Family Life Education.

CURRICULUM IN HOME ECONOMICS

First Year

Curriculum in Home Economics for all Majors

	Sem. Hrs.
English 102 a-b—English Composition	6
Speech 106—Speech Improvement	2
Science 214—Physiology and Anatomy	5
Education 123—General Psychology	3
Home Economics 102—Clothing	3
Home Economics 114—Food Preparation	4
Home Economics 116—Personal Development	1
Art 106—Fundamentals of Design	3
Art 220—Clothing Selection	2
Physical Education 128 a-b—Physical Education	0
Electives	2

Second Year

	Sem. Hrs.
Choice of:	
English 216—Survey of English Literature (2)	
English 348—Survey of American Literature (2)	2
Science 115—Inorganic Chemistry	5
Science 208—Organic Chemistry	4
Social Science 200—Human Relations	3
Education 222—Principles of Secondary Education	2
Home Economics 212—Nutrition	3
Home Economics 218—Clothing Construction	3
Home Economics 230—Food Preparation	3
Home Economics 315—Textiles	3

Art 334—House Furnishing	3
Physical Education 228 a-b—Physical Education	0

Note: Dietetic and Institutional Management majors will schedule Science 206 and need not schedule Art 334, Home Economics 218, and Education 222, unless desired.

HOME ECONOMICS EDUCATION

Third Year

	Sem. Hrs.
English 346—Expository Writing	3
Choice of two:	
Social Science 201—General Economics (2)	
Social Science 309—General Sociology (2)	4
Social Science 311—Government (2)	
Social Science 326—Problems of Family	2
Education 303—Educational Psychology	2
Education 320—Methods of Teaching Home Economics	2
Education 401—Vocational Education Guidance	2
Education 413—Teaching Vocational and Adult Homemaking	2
Home Economics 224—Growth and Development of Child	2
Home Economics 308—Meal Management	3
Home Economics 317—Consumer Information	3
Electives	6

Fourth Year

	Sem. Hrs.
Science 442—Community Hygiene	2-3
Choice of:	
Social Science 407—History of the Americas (3)	
Social Science 410—Modern World (3)	3
Education 402—Philosophy of Vocational Education	2
Education 408—Student Teaching	6
Education 410—Admin. of Home Economics Education	2
Education 436—Course Development	2
Education 441—Educational Evaluation	2
Home Economics 403—Home Management	3
Home Economics 424—Principles and Practice of Child Guidance	2
Electives	6-7

DIETETICS MAJOR

Third Year

	Sem. Hrs.
Science 322—Biochemistry	3
Science 362—Advanced Physiology	3
Choice of two:	
Social Science 201—General Economics (2)	
Social Science 309—General Sociology (2)	4
Social Science 311—Government (2)	
Social Science 326—Problems of the Family	2
Education 303—Educational Psychology	2
Home Economics 224—Growth and Development of Child	2
Home Economics 308—Meal Management	3
Home Economics 320—Methods of Teaching Home Economics	2

Home Economics 328—Institution Administration	3
Electives	7

Fourth Year

	Sem. Hrs.
Home Economics 310—Nutrition and Dietetics	3
Home Economics 403—Home Management	3
Home Economics 418—Diet in Disease	3
Home Economics 438—Experimental Foods	3
Home Economics 452—Institution Food Preparation	3
Electives	16

Note: Students wishing to qualify for administrative work in dietetics should elect as many courses as possible from the Institution Management curriculum.

INSTITUTIONAL MANAGEMENT MAJOR

Third Year

	Sem. Hrs.
Choice of two:	
Social Science 201—General Economics (2)	
Social Science 309—General Sociology (2)	4
Social Science 311—Government (2)	
Social Science 326—Problems of the Family	2
Education 303—Educational Psychology	2
Education 320—Methods of Teaching Home Economics	2
Home Economics 224—Growth and Development of Child	2
Home Economics 308—Meal Management	3
Home Economics 317—Consumer Information	3
Home Economics 328—Institution Administration	3
Electives	10

Fourth Year

	Sem. Hrs.
Science 442—Community Hygiene	2-3
Home Economics 300—Applied Institution Management	3
Home Economics 403—Home Management	3
Home Economics 438—Experimental Foods	3
Home Economics 452—Institution Food Preparation	3
Home Economics 463—Institution Management Problems	2-3
Electives	13-15

Note: Students wishing to qualify for fifth year of internship in Institution Management under the American Dietetic Association must elect Science 322, Biochemistry, and Home Economics 310, Nutrition and Dietetics.

GENERAL HOME ECONOMICS

Third Year

	Sem. Hrs.
English 346—Expository Writing	3
Choice of two:	
Social Science 201—General Economics (2)	
Social Science 309—General Sociology (2)	4
Social Science 311—Government (2)	
Social Science 326—Problems of the Family	2
Home Economics 308—Meal Management	3
Home Economics 317—Consumer Information	3

Choice of:

Food	Home Economics 400—Food Demonstration	2
	Home Economics 438—Experimental Food	3
or	Home Economics 320—Adv. Clothing Const.	2
Clothing	Home Economics 336—Clothing Problems	2
or	Education 352—Child Psychology	2
Family	Home Economics 318—Family Health	2
Life	Home Economics 333—Household Equipment	2

Art 206—Art Appreciation	2
Electives	6-8

Fourth Year

	Sem. Hrs.
Science 442—Community Hygiene	2-3
Choice of:	
Social Science 407—History of the Americas (3)	
Social Science 410—Modern World (3)	3
Home Economics 403—Home Management	3
Home Economics 424—Prin. and Practice of Child Guidance	2
Choice of:	

Food		
or	Home Economics 300—Applied Institution Mgt.	3
Clothing	Home Economics 412—Applied Dress Design	2
or		
Family	Science 432—Heredity and Eugenics	2-3
Life		

Electives	15

ELECTIVES

In addition to the requirements for a major in Home Economics, students must arrange their choice of electives to complete two minors. Fifteen semester hours in courses of a particular subject matter field constitute a minor.

Students may also choose electives in subject matter fields of their special interests and needs to complete the total number of hours required.

Education and Psychology

	Sem. Hrs.
Ed. 350—Adolescent Psychology	2
Ed. 352—Child Psychology	2
Ed. 360—Audio-Visual Education	2
Ed. 401—Vocational and Educational Guidance	2
Ed. 402—Philosophy of Voc. and Adult Education	2
Ed. 413—Teaching Vocational and Adult Homemaking	2
Ed. 416—Problems in Teaching Voc. & Adult Homemaking	2
Ed. 436—Course Development	2
Ed. 441—Education Evaluation	2

English and Speech

	Sem. Hrs.
E. 216—Survey of English Literature	2
E. 348—Survey of American Literature	2
E. 402—Fiction	2

E. 404—Poetry	2
E. 406—Drama	2
Sp. 223—Group Speech Activities	2
Sp. 320—Advanced Speech	2
Sp. 444—Play Production	2

Home Economics

	Sem. Hrs.
Art 206—Art Appreciation	2
Art 244—Weaving	2
Art 323—Problems in House Furnishing	2
Art 332—Advanced Design	2
Art 400—Crafts	2
Art 410—Pottery	2
Art 430—Art History	2
Art 436—Costume Design	2
Art 446—Sketch	1
Art 460—Creative Arts	2
H.E. 300—Applied Institution Mgt.	3
H.E. 310—Nutrition and Dietetics	3
H.E. 316—Clothing Economics	2
H.E. 318—Family Health and Home Nursing	2
H.E. 320—Advanced Clothing Construction	2
H.E. 328—Institution Administration	3
H.E. 333—Household Equipment	2
H.E. 336—Clothing Problems	2
H.E. 400—Food Demonstration	2
H.E. 412—Applied Dress Design	2
H.E. 414—Children's Clothing	2
H.E. 418—Diet in Disease	3
H.E. 423—Planning & Equipping Home Economics Laboratories	3
H.E. 438—Experimental Food	3
H.E. 443—School Food Service	2-3
H.E. 452—Institution Food Preparation	3
H.E. 463—Institution Management Problems	2
H.E. 471—History of Costume	2
H.E. 472—Advanced Textiles	2

Music

(Maximum of two semester hours may be included in academic electives to count toward graduation.)

	Sem. Hrs.
Mus. 150—Solfeggio	1
Mus. 151—Harmony Ia	1
Mus. 152—Harmony Ib	1
Mus. 153—Introduction to and Appreciation of Music	1
Mus. 160—Theory	1
Mus. 162—Conducting	1
Mus. 165—Women's Glee Club	1
Mus. 166—Band	1
Mus. 167—Orchestra	1

Science

	Sem. Hrs.
Sci. 206—General Bacteriology	3

Sci. 316—Zoology	3
Sci. 322—Biochemistry	3
Sci. 362—Advanced Physiology	3
Sci. 421—Physics I	5
Sci. 423—Physics II	3
Sci. 432—Heredity and Eugenics	2-3
Sci. 442—Community Hygiene	2-3

Social Science

	Sem. Hrs.
SS 201—General Economics	2
SS 301—Economic History of the U. S.	3
SS 309—General Sociology	2
SS 311—Government	2
SS 407—History of the Americas	3
SS 409—Recent U. S. History	2
SS 410—Modern World	3
SS 411—Problems of American Society	2
SS 414—Labor Problems	3
SS 417—American Politics	2

VOCATIONAL HOMEMAKING EDUCATION MAJOR

Women students interested in the vocational education major must be eligible for vocational teaching classification upon graduation.

The distribution of the courses required for a major in this division will be very similar to that in the curriculum of the home economics division. The academic and education courses will be distributed as they are in that curriculum. The vocational courses required will be:

Philosophy of Vocational and Adult Education
Teaching Vocational and Adult Homemaking
Educational Psychology
Vocational Guidance
Problems in Teaching Vocational and Adult Homemaking

Technical courses will be taken from the list required in home economics, such requirements, however, to be modified to fit the particular needs of the individual student.

Credit examinations in technical fields in which the candidate has had teaching or trade experience will be allowed up to a maximum of 24 semester hours. Such credit will be released in units of six-semester hours at the completion of each 31 semester hours of resident classwork. The method for conducting such examinations will be similar to that set up for the men majoring in the vocational trade and industrial courses. (See Vocational Trade and Industrial Major)

The total amount of credit required for this major will be 124 semester hours, with grade point requirements equalling the semester hours of credit.

WISCONSIN STATE BOARD OF VOCATIONAL AND ADULT EDUCATION CLASSIFICATION REQUIREMENTS

Under section 41.15 (6) of the Wisconsin Statutes, the State Board of Vocational and Adult Education has set up certain standards of prac-

tical occupational experience, teaching experience in schools of vocational and adult education, general educational training, and specific professional preparation for teachers in the Wisconsin schools of vocational and adult education, and is classifying such teachers on the basis of these standards.

Teachers of Homemaking

Junior Classification

Junior Classification is granted to and held by:

A. All teachers of homemaking in the Wisconsin schools of vocational and adult education employed—

Outside of Milwaukee prior to January 1, 1926

In Milwaukee prior to March 17, 1941, who:

1. Are not yet qualified to hold a higher classification.

2. If not already with a record of practical experience in homemaking involving some degree of responsibility for at least 12 months, or the equivalent experience, spend one summer, or the equivalent, during each three-year period in practical homemaking until such record shall total 12 months.

3. Have agreed to and actually do spend one summer, or the equivalent, during each three-year period in professional improvement along the lines laid down for securing Senior A Classification. At least six credits must be earned over each three-year period. The following courses must be taken first:

Philosophy of Vocational and Adult Education .....2 sem. hrs.
Teaching Vocational and Adult Homemaking .....2 sem. hrs.

Note: Three-year periods mentioned above are those ending as of August 31, 1953, 1956, 1959, etc.

B. All teachers of homemaking in the Wisconsin schools of vocational and adult education employed—

Outside of Milwaukee on or after January 1, 1926

In Milwaukee on or after March 17, 1941, who:

1. Are not yet qualified to hold a higher classification.

2. Have had practical experience in homemaking involving some responsibility for at least 12 months, or the equivalent experience. Or have had such practical homemaking experience for at least six months, or the equivalent experience, and have agreed to and actually do spend one summer, or the equivalent, during each two-year period in such practical homemaking until such record shall total 12 full months.

3. Have completed two years of the home economics course in an approved teacher training institution of college rank, or the equivalent training.

4. Have agreed to and actually do spend one summer, or the equivalent, during each two-year period in professional improvement along the lines laid down for securing Senior A Classification. At least six credits must be earned over each two-year period. The following courses must be taken first:

Philosophy of Vocational and Adult Education .....2 sem. hrs.
Teaching Vocational and Adult Homemaking .....2 sem. hrs.

Note: Two-year periods mentioned above are those ending with the second August 31st after the teacher enters upon her work in the school of vocational and adult education and all subsequent two-year periods.

Senior B Classification

2. Have completed five years of successful teaching of homemaking in the Wisconsin schools of vocational and adult education employed—

Outside of Milwaukee prior to January 1, 1926

In Milwaukee prior to March 17, 1941, who:

1. Are not qualified to hold Senior A Classification.

2. Have completed five years of successful teaching of homemaking in the Wisconsin schools of vocational and adult education.

3. Have completed one summer, or the equivalent, in professional improvement. At least six credits must be earned including the following courses:

Philosophy of Vocational and Adult Education .....2 sem. hrs.
Teaching Vocational and Adult Homemaking .....2 sem. hrs.

Senior B Classification will be extended as long as the possessor:

1. Teaches homemaking successfully in the Wisconsin schools of vocational and adult education.

2. If not already with a record of practical experience in homemaking involving some degree of responsibility for at least 12 months, or the equivalent experience, spends one summer, or the equivalent, during each three-year period in practical homemaking until such record shall total 12 full months.

3. Has agreed to and actually does spend one summer, or the equivalent, during each three-year period in professional improvement along the lines laid down for securing Senior A Classification. At least six credits must be earned over each three-year period. The following courses must be taken first:

Philosophy of Vocational and Adult Education .....2 sem. hrs.
Teaching Vocational and Adult Homemaking .....2 sem. hrs.

Note: Three-year periods mentioned above are those ending as of August 31, 1953, 1956, 1959, etc.

Senior A Classification

Senior A Classification is granted to and held by all teachers of homemaking who meet the following requirements:

1. Practical experience in homemaking involving some degree of responsibility for at least twelve months, or the equivalent experience.

Note: Practical experience in homemaking involving some degree of responsibility is considered to be:

a. Experiences with entire responsibility for all homemaking activities such as would be the case were the housewife to be away or ill or the mother to die, leaving full responsibility to be assumed by the candidate.

b. Experience as an employee in the home, responsible for certain homemaking activities such as would be the case where the candidate works with and assists the housewife but usually has delegated or assumes responsibilities for definite activities.

2. Occupational experience in fields other than teaching or homemaking for at least three months, or the equivalent experience.

3. Successful teaching experience in homemaking for not less than

three full years in schools of vocational and adult education; one of these three years must be in Wisconsin.

4. Completion of a four-year college course with a home economics major in an approved teacher training institution, or the equivalent training.

5. Completion of the following courses, which may be included in the four years of college training required (under 4) above, or the equivalent specific training:

	Sem. Hrs.
Philosophy of Vocational and Adult Education	2
Teaching Vocational and Adult Homemaking	2
Educational Psychology	2
Vocational Guidance	2
Problems in Teaching Vocational and Adult Homemaking	2
Elementary Economics	4
Socio-economic Electives	4

Note: Four credits of graduate work done by a candidate for a higher degree is accepted in lieu of the six credits total required throughout these standards.

Unclassified

All teachers of vocational homemaking who do not have the qualifications for any of the ranks of classification as herein set up shall be designated as Unclassified.

PRE-PROFESSIONAL EDUCATION

At The Stout Institute many courses are available for those who wish to pursue professional curricula in fields other than those of home economics and industrial education. Such students may draw on departmental offerings throughout the college, courses which will be accepted by other colleges and universities as part training in pre-professional areas.

The Stout Institute serves three types of people interested in pre-professional education: (1)—Those who desire pre-professional courses basic to law, medicine, veterinary medicine, pharmacy, education other than home economics and industrial arts, laboratory technology, dentistry, engineering, nursing, business administration, journalism, social work, the ministry, music, agriculture, forestry, and physical education; (2)—Those who desire two years of general education as a cultural background for good citizenship and useful living as members of a community; (3)—Those who, at the time they enter college, do not have well-defined plans for the future and want personal, educational, and vocational guidance.

Some professional colleges require certain specific courses and in so far as such courses are available at The Stout Institute, they should be chosen. Students who plan to transfer to other colleges should indicate at the time of registration the colleges which they plan to attend and the courses they wish to follow. Better planning is possible when specific curricula of those colleges are used as guides.

Students who plan to prepare themselves for the professions of law, dentistry, engineering, medicine, and pharmacy should recognize that admission to such professional study requires superior scholarship during the early college years. There are, at present, many more candidates for admission to some professional colleges than can be accepted; those having the highest scholastic standing are usually given preference.

The Stout Institute offers twenty-one one-year and two-year pre-professional curricula. After the student has come to a definite decision about his professional study, it is quite possible to extend his pre-professional curriculum to three or even four years.

The curricula listed below are flexible and thus merely suggestive. A student is given a maximum of guidance in constructing a program to meet the special requirements of the professional school of his choice.

PRE-BUSINESS ADMINISTRATION

Students who wish to transfer to other colleges and major in business should take courses in economics, mathematics, English composition, advanced writing, and speech. Science, both physical and biological, social studies, and literature will be acceptable for transfer. Other courses may be carefully selected from the offerings in art and music.

PRE-DENTISTRY

Dental schools encourage students to take three to four years of college work before applying for admission to professional study. Students should follow the general pattern of pre-medicine with the addition

of a few shop courses, recommended more for training in laboratory skill than for transfer, such as general mechanics and general metals.

PRE-EDUCATION

(Other than industrial education or home economics)

A broad general education is a requisite for all teachers. Students who are considering teaching but who plan to transfer to other colleges to specialize in English, speech, mathematics, social studies, science, music art, physical education, and other high school subjects, or elementary education, should take freshman and sophomore courses in their major fields of interest. For certification, students will generally need concentrations of twenty-four hours in one subject as a teaching major or fifteen hours for a teaching minor. In addition to this requirement, they should take child development, psychology, physical education, and other academic courses. Certain home economics and industrial education courses fit into a broad general education. Crafts and general mechanics are practical shop courses for all teachers.

PRE-ENGINEERING

The common curriculum for freshmen is basic to such professions as aeronautical engineering, agricultural engineering, ceramic engineering, chemical engineering, civil engineering, electrical engineering, general engineering, metallurgical engineering, and mechanical engineering. By the time the freshman has completed this basic curriculum, he should declare his choice among the branches of engineering and decide upon the school of engineering in which he expects to complete his work. These decisions will give direction to his curriculum for the sophomore year at Stout and assist in arranging his program to meet specific requirements in the school of his choice.

Selected courses in mathematics, physical science, English, speech, and social science are acceptable in engineering colleges. In addition, Stout is in a unique position to offer certain pre-engineering students basic courses in metals, for example foundry, machine shop, sheet metal, oxy-acetylene welding, and electric-arc welding. Students may also find upon inquiry that some engineering colleges will accept other shop courses.

PRE-JOURNALISM

Those interested in journalism will find a variety of opportunities for both basic courses and practical experience. Courses in English composition, literature, expository writing, feature writing, and journalism are recommended. Students should also choose liberally from the social studies and the science courses. Opportunities for work experience are presented by the college paper, **The Stoutonia,** and the annual, **The Tower,** as well as by all graphic arts.

PRE-LAW

A broad cultural background with emphasis on the linguistic subjects is recommended for admission to law schools. Courses in political science, history, economics, psychology, mathematics, English, and science should be taken by students who wish to gain admission to law schools.

PRE-LIBERAL ARTS

Students who want a broad general education should take mainly academic courses. These may be chosen from the fields of English, speech, social studies, natural sciences, mathematics, music and applied art. Some industrial education and home economics courses will readily transfer, for example, courses in family life and art.

PRE-MEDICINE

Medical colleges recommend a broad general education for the first three years. All medical schools require some work in biology, chemistry, and physics. In sciences, the quality of work is more important than the quantity. Courses in English composition, history, literature, sociology, economics, political science, mathematics, psychology, and the related arts are recommended.

PRE-NURSING

The student will profit by following the general suggestions for pre-medicine with the early addition of nutrition and bacteriology in her schedule. The nursing profession also recommends a broad cultural background.

PRE-PHARMACY

Pharmacy is founded on the physical and biological sciences. As students who want to prepare to work in this field are required to take specific courses early in their training, only one year of pre-pharmacy is recommended. This year can profitably be spent in chemistry, biology, English, speech, mathematics, psychology, and physical education.

PRE-PHYSICAL THERAPY AND MEDICAL TECHNOLOGY

Students interested in these areas will do well to concentrate in the biological sciences, i.e., physiology, biology, heredity, and eugenics, and community hygiene as well as in physical education. Courses in English, social studies, psychology, chemistry, and physics are recommended. Nutrition and general mechanics are practical courses for the physical therapist or the medical technician.

PRE-SOCIAL SERVICE AND PERSONNEL WORK

The student should enroll in such courses as English, economics, sociology, political science, psychology, community hygiene, physical education, and biological sciences. As he progresses, he should take specific courses in adolescent psychology, guidance, tests and measurements, statistics, and mental hygiene and child development.

PRE-VETERINARY MEDICINE

In general, the courses recommended for pre-medicine will be transferable to a college of veterinary medicine. Students should make careful inquiry of the specific college to which transfer is desired or get help

from The Stout Institute counseling office before a second year of pre-veterinary medicine is begun.

OTHER PRE-PROFESSIONAL CURRICULA

A number of other one-year and two-year curricula are available for interested students. For such professions as industrial chemistry, aviation, agriculture, forestry, recreation, theology, music, and art, the interested student should consult the Student Personnel Director before registration.

DESCRIPTION OF COURSES

Psychology, Education, Liberal Arts

PSYCHOLOGY

Education 123—General Psychology
Scientific vs. unscientific approaches in understanding behavior. Includes efficient study methods, individual differences, motivation, emotions, personality development, thinking, and psychological problems of college, community, and vocational life.
Sem. I, II. Credit: 3
Salyer

Education 303—Educational Psychology
Prerequisite: Education 123.
Study and application of the principles of educational psychology. Covers child and adolescent development; emphasizes learning and its guidance, the individual student, and the implications of interests and attitudes.
Sem. I, II. Credit: 2
Oetting

Education 350—Adolescent Psychology
Prerequisite: Education 123
Comprehensive study of adolescent years embracing the physical, emotional, social, moral, and intellectual development of secondary school youth.
Sem. II Credit: 2
Oetting

Education 352—Child Psychology
Prerequisite: Education 123.
Interpretation and control of the psychological development of children. Emphasis placed on age groups spanning the nursery school and the pre-pubescent child. Includes methods for scientific measurement and prediction of child-behavior.
Sem. I Credit: 2
Salyer

Education 449—Psychology of Counseling and Guidance
Prerequisite: Psychology 123 or equivalent.
Educational and personal counseling. Involves predicting and controlling behavior of self and others, precise methods of trait measurement, and modern procedures for capitalizing upon potentialities. Includes supervised practice in counseling.
SS Credit: 2
Oetting

Education 513—Personality and Mental Health
Prerequisite: Graduate Standing.
Covers the nature of personality and of the conditions which make for its wholesome development and integration. Personality inventories and scales used for self-analysis.
Sem. I, II. Credit 2
Oetting

Education 555—Psychology of Learning
Prerequisite: Graduate Standing.
Study of the nature and conditions of learning evidenced by laboratory research and supplemented by classroom observation. Findings applied to industrial, vocational, and home economics education.
Credit: 2
Sem. I, II.
Oetting

EDUCATION

Education 222—Principles of Secondary Education
Prerequisite: Sophomore Standing.
Survey of secondary education, its evolution status, and trends. Considers needs of our democratic society, a sound philosophy, organizational problems, curriculum development, and the responsibilities of the individual teacher. Special emphasis given to the practical arts.
Credit: 2
Sem. I, II.
Salyer

Education 360—Audio-Visual Education
Prerequisite: Junior Standing in Education.
Methods of using audio-visual aids effectively in teaching. Experience in operating projection equipment, construction of training aids, initiating and operating an audio-visual program. Practice in planning and presenting a lesson.
Credit: 2
Sem. I, II, and SS.
Barnard

Education 401—Guidance
Prerequisite: Junior standing.
Overview course to develop a sympathetic understanding of a comprehensive program of personnel services. A study of the needs, problems, procedures, and services involved.
Credit: 2
Sem. I, II.
Iverson

Education 402—Philosophy of Vocational and Adult Education
Philosophy, organization and administration of vocational and adult education. History and development of public vocational and adult education in the nation with specific attention given to the Wisconsin program; federal and state laws affecting vocational education; coordination.
Credit: 2
Sem. I, II.
Elliott

Education 423—Safety Education
Prerequisite: Junior or Senior standing.
Highway safety, home safety, industrial safety, farm safety, school safety, and recreational safety. Promotion of a program, content, methods, and materials of instruction.
Credit: 2
Sem. I, II.
Kranzusch

Education 439—Production of Audio-Visual Materials
Prerequisites: Elementary Photography, I.E. 205, and Audio-Visual Education, Ed. 360, or permission of the instructor.

Production of motion pictures, filmstrips, standard and miniature slides, mock-ups, models and graphic materials. Selection and organization of subject matter, preparation of scripts, and technical problems of production.
Barnard
Credit: 2

Education 441—Education Evaluation
Prerequisites: Education 222 or Education 320.
Study of techniques for writing examinations and performance tests. Characteristics and limitations of different types of test questions. Interpretation of test scores by means of statistical procedures.
Sem. I, II.
Credit: 2
Jarvis

Education 448—Driver Education
Prerequisite: Safety Education, Ed. 423 (prior to or in parallel).
A basic course in driver education and practice driving. Involves teaching a learner to drive including learner's passing written and road tests and securing driver's license and doing a research problem or constructing a piece of test apparatus. Driver Training certification by A.A.A. and State Department of Public Instruction on completion of course.
Sem. I, II.
Credit: 2
Kranzusch

Education 452—Driver Education (Advanced Course)
Prerequisites: Safety Education 423 or its equivalent, Driver Education 448, Driver Education Certificate or its equivalent.
This course will include program details in driver education in our nation's schools. State laws, school laws and regulations, teaching requirements, technique for improving practice driving instruction, and a survey of research studies will be made. Improving teaching methods through evaluation and analysis, use of diagnostic tests and materials. Cooperation with state and other organizations in the presentation of instructional materials.
SS
Credit: 2
A.A.A. Consultants and others

Education 470—Conference Leading
Prerequisite: Methods of Teaching Industrial Subjects or equivalent.
Study and practice of the principles and techniques of conference leading as an instructional device in vocational education.
SS.
Credit: 2
Staff

Education 472—Coordination
Prerequisite: Graduate or advanced standing.
Principles of coordination in vocational education in apprenticeship training, distributive education, trades and industries, and diversified occupations. Work-experience program in general education.
Sem. I, II, and SS.
Credit: 2
Wall

Education 490—Workshop in Tests and Measurements in Counseling
Prerequisite: Senior undergraduate or graduate standing, and teaching experience.

Selection, use, and interpretation of tests for teachers and counselors. Types of tests such as interest, achievement, aptitude, and personal inventories are studied and sample applications made.
SS. Credit: 2
Staff

Education 492—Workshop in Administration of Vocational and Adult Education
Prerequisites: Senior undergraduate or graduate standing, and teaching experience.
For administrators and potential administrators. Formulation and execution of policies; preparation, presentation and administration of budgets, distribution of state and federal aids, selection and assignment of teachers, supervisors, and coordinators; planning agendas and writing reports of meetings of Boards, Advisory Committees, and staff.
SS Credit: 2
Staff

Education 500—Philosophy of Modern Education
Prerequisite: Graduate standing.
Study of the main schools of educational philosophy and of their influence in contemporary education thought and practice. Points of agreement and of conflict. The comparative approach used.
Price Credit: 2

Education 501—Research Procedures
Prerequisite: Graduate standing.
Basic course in educational research. Selection of problem, survey of the literature, types of educational research, planning the study, organization and interpretation of data, and preparation of the research report.
Sem. I, II, and SS. Credit: 2
Wall

Education 502—Principles of Supervision
Prerequisite: Graduate standing.
Basic principles, types, functions, organization, and plan of supervision. Interpretation and application of creative supervision plans. Individual and class projects concerned with applied methods of supervision in selected educational areas.
Sem. I, II. Credit: 2
Wigen

Industrial Education 506—Problems of Supervision
Home Economics 506—Problems of Supervision
Prerequisite: Education 502.
Interpretation and application of basic principles of supervision. Individual project: selection, analysis, interpretation, and application of plans for a selected supervisory activity. Application of scientific methods for solving supervisory problems emphasized.
Staff Credit: 2

Industrial Education 510—Problems in Industrial Education
Home Economics 510—Problems in Home Economics Education
Prerequisite: Education 501.
Applied research course—Interpretation and application of research procedures, use of scientific methods for thesis problem, and orientation of student in terms of selected thesis.
Sem. I, II. Credit: 2
Wigen

Education 524—Social Maladjustments
Prerequisite: Graduate standing.
Study of non-adjustive tendencies of social groups, their social and educational implications. Techniques of readjustment.
Sem. II. Credit: 2
Parmer

Industrial Education 526—Administration
Home Economics 526—Administration
Prerequisite: Graduate standing.
Philosophy and principles underlying organization and operation of public education on the local, state, and national levels in the United States. Examination of prevailing practices and current problems of school management.
Sem. II and SS. Credit: 2
Wall

Education 531—Problems in Guidance
Prerequisites: Education 401, Graduate standing.
Identification and analysis of field problems in personnel services. Selection of materials, development of methods, and preparation of instruments in term report on problem of the student's choice.
Sem. I, II. Credit: 2
Iverson

Industrial Education 533—Survey Procedures
Prerequisite: Graduate standing.
Techniques and methods of conducting community occupational surveys. Analysis of published community occupational survey reports. Purpose, content organization, personnel budget, forms, promotion, and evaluation considered.
Sem. I, II, and SS. Credit: 2
Wall

Industrial Education 537—Curriculum Procedures III (Course Development)
Prerequisite: Education 568 or permission of the instructor.
Principles of course development are reviewed. Basic divisions of course development covered in a class project.
Sem. I, II, and SS. Credit: 2
Wall

Industrial Education 560—Problems in Audio-Visual Education
Prerequisites: Graduate standing, Education 360.
Each student selects a problem on the basis of needs, interests, and previous experience. Project in written form.
Sem. I, II, and SS. Credit: 2
Barnard

Education 561—Educational Statistics
Prerequisite: Graduate standing.
Methods of collecting, recording, evaluating, and interpreting educational data.
Sem. I, II. Credit: 2
Jarvis, Rich

Education 568—Curriculum Procedures II (Trade and Job Analysis)
Prerequisite: Graduate standing. Not available to persons who have had Education 468 or Education 234.
Study of systems of analysis of occupations for instructional purposes and for personnel work. Jobs, operations, information topics, blocking, custom trades, service trades, checking levels, progression factors defined. Project in development of complete analysis of an occupation for instructional use.
Sem. II. Credit: 2
Fryklund

Education 570—Thesis Plan (A)
Prerequisites: Education 501, and I.E. 510, or H.E. 510.
Independent research on thesis under direction of investigation adviser. Selection of problem, development of outline, review of literature, compilation of bibliography, plan of method of attack, conduct of research, interpretation of findings, and preparation of the final paper according to thesis standards. Student may enroll for 2, 4, or 6 semester hours credit, for a final total of six.
Sem. I, II, and SS. Total Credit: 6
Staff

EDUCATION—HOME ECONOMICS

Education 320—Methods of Teaching Home Economics
Prerequisites: Education 303 or parallel.
Principles of teaching homemaking in the high school including newer techniques of teaching, unit and lesson planning, teaching aids and classroom management. Observation and participation in high school homemaking classes.
Sem. I, II. Credit: 2
Noble

Education 408—Student Teaching in Home Economics
Prerequisites: Education 320, 413, 441, or parallel.
Supervised observation, participation, and teaching of homemaking in secondary school. Experience in both on and off campus teaching centers.
Sem. I, II. Credits: 6
Noble, Harper, Elliott

Education 410—Administration in Home Economics Education
Prerequisites: Education 320.
Study of the activities of the homemaking teacher other than classroom teaching, including school lunch supervision, club sponsorship, school and community relationships, planning, equipping, and managing the home economics department.
Sem. I, II. Credit: 2
Noble

Education 413—Teaching Vocational and Adult Homemaking
Prerequisites: Education 320 or parallel.
Methods of instruction adapted to meet the needs, interests, and abilities of juveniles and adults in the local schools of vocational and adult education.
Sem. I, II. Credit: 2
Elliott

Education 415—Workshop in Vocational and Adult Homemaking
Development of teaching materials and aids in adult homemaking. Applicable to the training of call-staff teachers. Work directed towards the needs of teachers, coordinators, and local supervisors of vocational and adult homemaking.
SS. Credit: 2 to 4
Staff

Education 416—Problems in Teaching Vocational and Adult Homemaking
Prerequisites: Education 402, Education 413, and three years teaching vocational and/or adult homemaking.
Problems of special difficulty common to experienced teachers analyzed and tentative solutions developed.
Sem. I, II. Credit: 2
Elliott

Home Economics 429—The Family-Centered Homemaking Program
Developing homemaking programs based on the realities of family living today. Methods of teaching such programs to high school students and adults.
SS. Credit: 2
Elliott

Education 436—Course Development
Prerequisites: Education 408 or parallel.
Philosophy and techniques of developing homemaking courses based on problems of family living and pupil needs and interests. Preparation of resource units.
Sem. I, II. Credit: 2
Noble

Education 451—Evaluation in Home Economics Education
Prerequisite: Graduate or senior standing.
Criteria, techniques, and devices for evaluating the home economics program. Opportunity for developing measuring devices.
SS. Credit: 2

Education 508—Curriculum Studies in Home Economics
Prerequisite: Graduate standing.
Review of recent educational literature on curriculum planning. Principles of curriculum construction. Evaluations of curriculum practices and techniques. Students may work on their own curriculum problems.
SS. Credit: 2 or 4

Education 520—Current Problems in Home Economics Education
Prerequisite: Graduate standing.
Identification and analysis of problems current in the field of home economics education. Term paper on individual problem.
SS. Credit: 2
Noble

Home Economics 561—Seminar in Home Economics Education
Prerequisite: Graduate standing.
Individual work on problems selected on basis of student needs.
SS. Credit: 2

EDUCATION—INDUSTRIAL EDUCATION

Education 228—Business Management in Industrial Education
The function of business administration and management in teaching and supervision of shop work; departmental and room planning; building standards and utilization; selection, care, and arrangement of supplies and equipment; budgets and records; purchasing and inventory control; evaluation procedures.
Sem. I, II. Credit: 2
Chinnock

Education 234—Activity Analysis
Prerequisite: Sophomore standing.
Development of an orderly procedure for the identification of instructional units and projects to be used for teaching purposes. Development of outlines for writing instruction sheets and teaching of each unit.
Sem. I, II. Credit: 2
Jarvis

Education 235—Trade Analysis
For vocational majors. May be substituted for Education 234 in the curriculum. Techniques of analyzing occupations into instructional units for vocational teaching.
Jarvis Credit: 2

Education 236—Course Development
Prerequisite: Education 234.
Planning, organizing, and building courses of study. Content derived from activity analysis. Aims, reference materials, suggested projects, teaching methods, instructional aids and evaluation included.
Sem. I, II. Credit: 2
Jarvis

Education 305—Methods of Teaching Industrial Arts
Study of various methods of presenting lessons according to objectives; visual aids; lesson plans; instruction sheets, as well as oral instruction, included. Directed observation of representative school shops.
Sem. I, II. Credit: 2
Chinnock

Education 403—Workshop in Trade and Industrial Education
Prerequisite: Limited to experienced qualified teachers. Individual approval required before enrollment.
The work will be suited to the specific needs of each individual. For teachers, coordinators, and local supervisors. Supplements required classification courses but cannot be substituted in lieu of them.
SS.
Staff Credit: 2 to 4

Education 407—Teaching Trade and Industrial Subjects
Recognized principles and methods of teaching applied to typical shop and/or related subjects situations as found in the school of vocational and adult education.
SS.
Staff Credit: 2

Education 408b—Student Teaching (Industrial Education)
Prerequisite: Junior or Senior standing.
Provides student teaching opportunities for the junior and senior high school levels of education in the major areas of the Industrial Arts program. Opportunities available for student teachers to acquire experience in several types of Industrial Arts shops: the Comprehensive General Shop, Unit General Shop, and the Unit Shop. Individual conferences with the Critic Supervisor and group conferences with the Supervisor of Student Teaching.
Sem. I, II.
Chinnock Credit: 4 or 6

Education 443—Problems in Teaching Trade and Industrial Subjects
Individual work following approved practice in the development of teaching material for vocational teaching.
SS.
Staff Credit: 2

Education 463—Industrial Arts Education Workshop
Prerequisites: Senior undergraduate standing with civilian or armed service experience in teaching.
Primarily for teachers with experience who have selected problems on which they wish to do further study. Opportunity given for work in typical areas such as preparation and use of instruction material; methods of instruction; teaching as well as instructional management aids; shop business management; shop planning and evaluation.
SS.
Chinnock and others Credit: 2

Education 475—Interviewing Techniques
The interview as a tool in interpersonal relationships; principles of interviewing; how to interview; pooling measurement information for diagnostic treatment; writing and interpreting case studies.
SS.
Staff Credit: 2

Education 480—Theory and Organization of General Shop
Prerequisite: Senior standing (Junior standing permissible if student has Senior standing in educational sequence.)
Industrial education in general and vocational education. Philosophy and types of general shops. Purpose and progress classifications of pupils, selection of instructional materials, instructional methods, shop layout

and equipment, cost accounting, shop management, and personnel organization.
Sem. I, II. Credit: 2
Chinnock, Swanson

ENGLISH

English 102-a—Freshman Composition
Required of all freshmen. Designed to give the incoming freshmen competence in grammatical analysis and correctness, punctuation, mechanics, and the logical organization of material.
Sem. I, II. Credit: 3
Callahan, Fleming, Hain, Rinehart

English 102-b—Freshman Composition
Prerequisite: English 102-a.
Required of all freshmen. Continuation of English 102-a, design to develop effectiveness in writing, through increased vocabulary, variety of sentence structure, and varying modes of presentation of material.
Sem. II. Credit: 3
Callahan, Fleming, Hain, Rinehart

English 216—Survey of English Literature
Prerequisite: English 102-b.
A survey of representative English authors. The course undertakes to relate the literature to the people who produce it and to explore literature as an expression of life.
Sem. I, II. Credit: 2
Hain, Rinehart

English 306—Journalism
Prerequisite: English 346.
Practice and theory of news gathering and reporting, journalistic style, copy and proof reading. Discriminative newspaper reading stressed. Notice taken of the history of journalism, libel.
Sem. I. Credit: 2
Fleming

English 346—Expository Writing
Prerequisites: English 102-b.
Practice and theory of the everyday tasks of exposition, the research report, and the industrial report.
Sem. I, II. Credit: 3
Callahan, Rinehart

English 348—Survey of American Literature
Prerequisite: English 102-b.
A study of representative American authors, with emphasis on their enduring literary values and their relationship to their own times and to the present time.
Sem. I, II. Credit: 2
Callahan

English 402—Fiction
Prerequisite: English 216 or English 348.
A study of the novel primarily as it interprets life in the eighteenth,

nineteenth, and twentieth centuries in both England and America.
Sem. I, II. Credit: 2
Rinehart

English 404—Poetry
Prerequisite: English 216 or English 348.
A study of representative American and English poets of the late nineteenth and twentieth centuries.
Sem. I. Credit: 2
Callahan

English 406—Drama
Prerequisite: English 216 or English 348.
A study of representative plays of Shakespeare. A critical reading of four plays and class discussion of six plays.
Sem. II. Credit: 2
Callahan, Hain, Rinehart

English 410—Writing and Selling Feature Articles
Prerequisite: English 346.
Practice in techniques of writing and selling feature articles for appropriate markets. Students required to submit articles for potential publication.
Sem. II. Credit: 2
Fleming

SPEECH

Speech 106—Speech Improvement
Required of all freshmen.
Improvement of speech proficiency and personality through individual, group and class projects.
Sem. I, II. Credit: 2
Ziemann, Hain

Speech 223—Group Speech Activities
Prerequisite: Speech 106.
Informal, semi-formal, and formal group activities.
Sem. I, II. Credit: 2
Ziemann

Speech 320—Advanced Speech
Prerequisite: Speech 223.
Projects in group analysis and audience participation.
Sem. I, II. Credit: 2
Ziemann

Speech 444—Play Production
Elective for juniors and seniors. Stage direction, scenery, makeup, and lighting problems.
Sem. I, II. Credit: 2
Ziemann

SCIENCE

Science 115—Inorganic Chemistry
Chemical viewpoints, principles and atomic structure as related to chem-

ical reactions. The study of non-metals is followed by that of metals. Material taught related to the needs of Home Economics and Industrial Education majors. As far as possible, experiments are selected to assist in such applications.
Sem. I, II. Credit: 5
Nitz, Cox

Science 206—General Bacteriology
Morphological and physiological characteristics of yeasts, molds, and bacteria; methods used in culture and identification; introductory studies in bacterial analysis of water, milk and other problems in sanitation; food bacteriology.
Sem. I. Credit: 3
Marshall

Science 208—Organic Chemistry
Prerequisite: Science 115.
Influence of structure on chemical behavior; isomerism; the study of hydrocarbons, fats, soap, carbohydrates, proteins. plastics, synthetic fabrics, synthetic drugs, and vitamins. Appreciations are sought in related organic chemistry, i.e., in cookery, nutrition, laundry, cleaning, and other household as well as industrial processes.
Sem. II. Credit: 4
Cox

Science 214—Physiology and Anatomy
Man's place in the biological world; human anatomy based on dissection of the cat and other laboratory material; fundamental physiological processes of all the organ systems; embryological development and inheritance of man.
Sem. I, II. Credit: 5
Marshall, Arneson

Science 316—Zoology
Survey of the animal field with emphasis on classification, ecology, and evolution and other general subjects. Special consideration is given to parasites and other groups which are economically important to man.
Sem. I. Credit: 3

Science 322—Biochemistry
Prerequisites: Science 208 and Science 214.
Study of colloids; of proteins and protein products; of the intermediary metabolism of carbohydrates, fats, and proteins in the animal body. Qualitative and quantitative determinations of the end products of metabolism. Nutritional significance of minerals, vitamins, and hormones.
Sem. I. Credit: 3
Cox

Science 362—Advanced Physiology
Prerequisites: Science 214 and Science 115.
Histological and quantitative studies on human blood, experiments on frog and turtle hearts and on muscle-nerve preparations of the frog. Experiments on human body.
Sem. II. Credit: 3
Arneson

Science 421—Physics I
Electricity. Mechanics. Heat. Practical applications of general physics laws is stressed in special laboratory problems, or demonstrated by apparatus or machines in actual use. Content applicable to the needs of prospective teachers in industrial education, home economics, and the sciences.
Sem. I, II. Credit: 5
Rich, Harbour

Science 422—Applications of Bacteriology
Not open to students who have had Bacteriology 206, but may be substituted for that requirement.
Application of bacteriology to food preservation and community health. Relation of bacteria to the home and institutions.
Sem. I, II. Credit: 3
Marshall

Science 423—Physics II
Sound, light, and an introduction to new developments in physics. A continuation of the study of the general laws of physics. Includes acoustics, vision, lighting standards, optical instruments, polarization, and fluorescence. Equipment is exceptionally good.
Sem. I, II. Credit: 3
Rich, Harbour, Reneson

Science 425—Physics III
Prerequisites: Science 421, Mathematics 209.
Theory of Strength of Materials. Problems involving materials of construction in machine and building trades. Laboratory. Standard and special tests.
Sem. I, II. Credit: 3
Reneson

Science 427— Physics IV Electronics
Prerequisites: Science 421 and consent of the instructor.
An introduction to the study of electron tubes at work. The control of the action of machines used in industry by means of electronic devices.
Sem. II. Credit: 3
Rich

Science 432—Heredity and Eugenics
A study of the essential principles of genetics and eugenics and the application of these principles to the human family. Special emphasis on blood types, physical, physiological and mental traits in man. Positive and negative eugenics and euthenics.
Sem. I. Credit: 2 or 3
Arneson

Science 442—Community Hygiene
Fundamentals of health, etiology of disease, control of communicable diseases, public health programs. Pathological, bacteriological, and immunological aspects emphasized. Operation of national and state health laws.
Sem. I, II. Credit: 2 or 3
Marshall

Science 445—Chemistry of Materials
Prerequisite: Science 115.
Needs of the members of the class shape the trend and emphasis to be placed. At present, the topics most valuable are: rubber, natural and synthetic; fuels and lubricants as applied to use in all kinds of machines; and metals both ferrous and non-ferrous. Application in subject matter directly necessary to understand industrial arts problems.
Sem. II. Credit: 3
Nitz

MATHEMATICS

Mathematics 209—College Algebra
Fundamental operations and problems in college algebra, including special work in logarithms and the slide rule. Special efforts made to give each student his maximum progress.
Sem. I, II. Credit: 4
Rich, Harbour, Reneson

Mathematics 213—Trigonometry
Prerequisite: Mathematics 209.
Introduction to the elements of trigonometry and the solution of the right and the oblique triangle. Slide rule and logarithmic calculations in solving practical problems. One field problem in the use of the sextant or the transit.
Sem. I, II. Credit: 3
Rich, Harbour, Reneson

Mathematics 216—College Geometry
Prerequisites: Mathematics 209, and 213, or consent of the instructor.
Construction of three- dimensional figures; classical treatment of selected material to provide experience in giving independent demonstrations; includes a few topics in spherical geometry.
Sem. I. Alternate years. Credit: 2
Rich, Harbour

Mathematics 220—Spherical Trigonometry
Prerequisites: Mathematics 209, 213, and 216, or consent of the instructor.
Primarily the solution of the spherical triangle with special application to the astronomical triangle. Basic parts of spherical geometry as they apply will be covered. Adapted to those who are interested in the problems in aviation and in world travel.
Sem. I. Alternate years. Credit: 2
Rich, Harbour

Mathematics 314—Analytical Geometry
Prerequisites: Mathematics 209 and 213, or consent of the instructor.
Algebraic treatment of geometry. A graphical analysis of the straight line, the circle, and conic sections in general.
Sem. I. Credit: 2
Rich

Mathematics 315—Calculus
Prerequisites: Mathematics 209, 213, and 314, or consent of the instructor.

A course of differential and integral calculus with practical applications.
Sem. II. Credit: 4
Rich

SOCIAL SCIENCE

Social Science 200—Human Relations
An integrated study in historical perspective of major cultural and social processes of American society. General social science, using data of anthropology, economics, political science, social psychology and sociology.
Sem. I, II. Credit: 3
Parmer

Social Science 201—General Economics
Prerequisite: Social Science 200.
Principles and problems of production, exchange, distribution, and consumption.
Sem. I, II. Credit: 2
Agnew

Social Science 301—Economic History of the United States
Prerequisite: Social Science 201.
Study of the economic evolution of the United States since colonial times. Special emphasis is placed on the development of economic problems and the foundations of modern industry.
Sem. I, II. Credit: 3
Agnew

Social Science 309—General Sociology
Prerequisite: Social Science 200.
Study of social heritage in terms of structures and functions of the group. Sociogenesis of behavior patterns and modern world perspective.
Sem. I, II. Credit: 2
Parmer

Social Science 311—Government
Prerequisite: Social Science 200.
Basic course with emphasis on political principles, processes, and problems. Functional study of American governmental units. Comparative study of selected major foreign governments.
Sem. I, II. Credit: 2
Price

Social Science 326—Problems of the Family
A socio-psychological study of the family designed to aid the unmarried as well as the married student. Consideration of major personal and social issues confronting the family today.
Sem. I, II. Credit: 2
Parmer

Social Science 407—History of the Americas
Prerequisite: Social Science 200, or consent of the instructor.
History of the United States of America, broadened to include parallel developments in Latin America and Canada.
Sem. I, II. Credit: 3
Agnew

Social Science 409—Recent History of U. S.
American history in the twentieth century. Study of recent world problems in which the United States has played a part.
Sem. II. Credit: 2
Agnew

Social Science 410—Modern World
Prerequisite: Social Science 200, or consent of instructor.
Modern trends in terms of historical backgrounds, providing a frame of reference for interpreting the contemporary world. United Nations.
Sem. I, II. Credit: 3
Agnew

Social Science 411—Problems of American Society
Prerequisite: Seven hours of social science or consent of instructor.
Analysis, interpretation, and synthesis of sociological phenomena with purposive solutions to attain a social philosophy of life.
Sem. II. Credit: 2
Parmer

Social Science 414—Labor Problems
Prerequisite: Social Science 309.
Study of the problems of the worker in modern industry, backgrounds of labor movements, current union organization and practice, the foreman, labor and management relations, collective bargaining, wages, hours, political activity, and government and labor relations.
Sem. II. Credit: 3
Parmer

Social Science 417—American Politics
Analysis of modern political parties, nominating methods, campaigns, elections, practical politics in legislative bodies, and machines and bosses.
Sem. II. Credit: 2
Agnew

Industrial Education 520—Labor and Industrial Relations
Prerequisite: Graduate standing.
Human relations in industry from the viewpoints of labor, management, and the government.
Sem. I, II. Credit: 2
Agnew and others

MUSIC

(Total of two semester hours of credit may be earned in music courses and organizations.)

Music 150—Solfeggio
Study in the foundation of musical education. Such fundamental principles as rhythmic notation, measure, three against two, tonal notation and relations, intervals and inversions, diatonic and chromatic scales, signatures, and rhythmic melodic dictation are studied.
Sem. I. Credit: 1
Hardt

Music 151—Harmony 1-a
Prerequisite: Music 150.
Detailed study of chord construction. All triads in major and minor modes, and dominant sevenths and their inversions. Dispersed harmony. Keyboard work and the playing of cadences.
Sem. II.
Hardt Credit: 1

Music 152—Harmony 1-b
Prerequisite: Music 151.
Introduction to counterpoint; passing tones; contrapuntal treatment of the harmonic material of Harmony 1-a. Harmonization of scales and simple melodies at the keyboard.
Sem. I.
Hardt Credit: 1

Music 153—Introduction to and Appreciation of Music
Fundamentals of music including form, harmony, instrumentation, and history. Presentation is through lecture, illustration, and recordings.
Hardt Credit: 1

Music 160—Theory
Prerequisites: Music 151 and 152.
Acoustics; musical terminology; notation; ornamentation; the Gregorian modes; description of the orchestral instruments; analysis of music forms, including the song forms. Also practical work in elementary orchestration. Summarizes the knowledge necessary to every teacher and professional musician.
Sem. I.
Hardt Credit: 1

Music 162—Conducting
Prerequisites: Junior standing; participation in at least one of the musical organizations of the college.
Technique of conducting. Chorus and orchestra from viewpoint of prospective conductor. Principles of interpretation. Score reading and transposition. Care and classification of voices.
Sem. II.
Hardt Credit: 1

Choral Organizations
Membership in the Glee Club is open to all students, but underclassmen, especially, are urged to become members. Careful evaluation and testing for classification, basic principles of proper breathing and good tone production, extensive work in sight reading, and the fundamentals of good choral techniques are studied throughout the year. The Symphonic Singers, an a cappella choir of seventy voices, is representative of the best Stout has to offer in choral work. The major portion of these singers are one year Glee Club graduates, and their singing is rapidly earning for them a national reputation. The many appearances during the year include an annual Spring Tour.
Hardt

Music 164—Men's Glee Club
Full year. Credit: 1
Hardt

Music 165—Women's Glee Club
Full year. Credit: 1
Hardt

Music 166—The College Band
Membership in the college band is open to all students who have had training and experience in the playing of a band instrument. The band not only presents formal concerts, but plays for all athletic events. (No credit allowed if credit has already been given in Orchestra.)
Full year. Credit: 1
Hardt

Music 167—The College Orchestra
The orchestra is an organization of twenty-five members with symphonic instrumentation. Rehearsals are held once a week and special attention is given the string section in private rehearsals. This organization makes public appearances on and off the campus, and provides the accompaniment to the larger choral works presented by the combined glee clubs. (No credit allowed if credit has already been given in Band.)
Full year. Credit: 1
Hardt

PHYSICAL EDUCATION AND COACHING

Two semester credits required of all men.

Physical Education 101—Personal Health (Men)
Personal and general hygiene for the improvement of living. Considers health in terms of life values, ways for improvement of health and prevention of disease.
Sem. I, II. Credit: 1
Johnson

Physical Education 127—Physical Education I (Men)
Wide range of floor work and competitive games. Seasonal work in athletics. Physical efficiency tests to determine individual improvement. Life saving tests to qualified individuals who desire Red Cross certificates. One year of physical education is required and should be taken during freshman year.
Sem. I, II. Credit: 0
Johnson, Wink

Physical Education 128—Physical Education I (Women)
Four quarters of physical education are required of all freshmen women. Two of these must be "body building and swimming." Two other activities may be selected for the remaining two quarters from the following: field hockey, soccer, tennis, archery, basketball, volleyball, folk dancing, softball, badminton.
Sem. I, II. Credit: 0
Antrim, Erdlitz

Physical Education 228—Physical Education II (Women)
Four quarters of physical education are required of all sophomore women,

but only one of these is a requirement, swimming. Each woman is urged to select one individual sport to be used as a hobby during the junior and senior years and one team sport to develop a cooperative spirit. Electives for sophomore year are: field hockey, soccer, tennis, archery, basketball, volleyball, folk dancing, softball, badminton.
Sem. I, II. Credit: 0
Antrim, Erdlitz

Physcial Education 263—Basketball Coaching (Men)
Prerequisite: Physical Education 127 (18 weeks).
Methods of teaching and coaching basketball. Specific techniques analyzed. Definite plan of offense and defense presented.
Sem. I, 2nd quarter; Sem. II, 3rd quarter. Credit: 2
Johnson

Physical Education 265—Football Coaching (Men)
Prerequisite: Physical Education 127 (18 weeks).
Methods of teaching and coaching football. Specific techniques analyzed. Definite plan of offense and defense presented.
Sem. I, 1st quarter; Sem. II, 4th quarter. Credit: 2
Wink

Physical Education 381—The Organization and Administration of Physical Education
Prerequisite: Physical Education 127 (18 weeks).
Covers the administration of physical education in the junior and senior high schools including the regular physical education program, athletic programs, and intramural sports. Class schedules, program objectives, equipment, policies, and other organizational and administrative procedures are stressed.
SS.
Johnson Credit: 2

Physical Education 382—Activities of Physical Education
Prerequisite: Physical Education 127 (18 weeks).
This is a course concerned with the selection and adaptation of physical education activities in the junior and senior high school level. Particular attention will be devoted to the capacities, attitudes, and needs of students as they are related to physical education. Criteria will be formulated for the scientific evaluation of activities and will be applied in the organization of an activity program.
SS.
Johnson Credit: 2

Physical Education—Intramural Athletics (Men)
A complete program of all sports consisting of an "Athletics for All" aim.
Sem. I, II.
Johnson, Wink

Physical Education—Recreational Sports (Women)
The Women's Athletic Association sponsors various sports which promote interest and enthusiasm in recreational activities with intramural competition. An opportunity is created for every girl in school to participate in various recreational activities, and in "play for play's sake." Organ-

ized tournaments are conducted during the year in volleyball, badminton, deck tennis, basketball, bowling, tennis, and softball. Unorganized points may be earned in hiking, skating, bicycling, archery, and swimming.

Home Economics

CLOTHING AND TEXTILES

Home Economics 102—Clothing
Emphasis on personal clothing problems and good standards of dress for college women. Fundamentals of clothing construction. Integrated with Art 220.
Sem. I, II. Credit: 3
Diefenbach, Van Ness

Home Economics 218—Clothing Construction
Prerequisite: Home Economics 102.
Study of personal and technical problems in the selection and making of rayon and wool garments. Emphasis on fitting. Consideration given to the renovation of clothing.
Sem. I, II. Credit: 3
Jeter

Home Economics 315—Textiles
Study of fibers, yarns, weaves, finishes, and design as applied to the selection of clothing and household fabrics.
Sem. I, II. Credit: 3
Van Ness

Home Economics 316—Clothing Economics
Prerequisite: Home Economics 317.
Study of family clothing needs and expenditures. Consideration of production, merchandising and consumption of clothing.
Sem. II. Alternate years. Credit: 2
Van Ness

Home Economics 320—Advanced Clothing Construction
Prerequisite: Home Economics 218.
Advanced clothing construction; tailoring techniques.
Sem. I, II. Credit: 2
Jeter

Home Economics 336—Clothing Problems
Prerequisite: Home Economics 218.
Emphasis on preparation for teaching of clothing. Evaluation and preparation of illustrative material. Flat pattern designing. Opportunity for individual studies.
Sem. II. Credit: 2
Jeter

Home Economics 412—Applied Dress Design
Prerequisite: Home Economics 218.
Application of principles of costume design in construction of garments by means of draping. Emphasis on individuality in costume through appropriate use of line, proportion, color, and texture. Field trip.
Sem. II. Alternate years. Credit: 2
Van Ness

Home Economics 414—Children's Clothing
Prerequisite: Home Economics 218.
Problems in selecting, planning, and constructing children's clothing. Relation of design to self help. Garments designed and made for children who can be studied in the laboratory.
Sem. I. Alternate years. Credit: 2
Jeter

Home Economics 471—History of Costume
Prerequisite: Junior standing.
Development of costume throughout the ages. Factors which influence change in fashion; qualities in style that make for lasting beauty; influence of the past on present-day costume.
SS. Credit: 2
Jeter

Home Economics 472—Advanced Textiles
Prerequisite: Home Economics 315.
Investigations and new developments in the textile field. Opportunities for individual problem.
SS. Credit: 2
Van Ness

Home Economics 500—Tailoring
Prerequisite: Graduate standing.
Application of advanced tailoring techniques in the making of a suit or coat. Preparation of illustrative material for teaching.
SS. Credit: 3
Jeter

Home Economics 514—Seminar in Clothing
Prerequisite: Graduate standing.
Reports, discussion and interpretation of recent developments in clothing.
SS. Credit: 2
Jeter, Van Ness

Home Economics 544—Workshop in Clothing
Prerequisites: Graduate standing and teaching experience.
Opportunity to do intensive work in some aspect of clothing study, working cooperatively in small groups.
SS. Credit: 2
Staff

FAMILY LIFE EDUCATION

Home Economics 116—Personal Development
An orientation course concerned with typical college problems—personal, social, professional.
Sem. I. Credit: 1
Kirk

Home Economics 224—Growth and Development of the Child
Prerequisite: Education 123.
Study of the physical, mental, emotional, and social growth of the child with guidance implications based on growth. Lecture. Discussion. Observation. One hour per week required for observation of nursery school children.
Sem. I, II. Credit: 2
Smith

Home Economics 317—Consumer Information
Study of motives in consumption; family income and expenditures; selection of commodities and services; buying and selling practices. Evaluation of consumer aids and investigation of local situations.
Sem. I, II. Credit: 3
Van Ness

Home Economics 318—Family Health and Home Nursing
Factors necessary to maintain the health of the family. Techniques of home nursing and care of minor illness.
Sem. I, II. Credit: 2
Trullinger

Home Economics 333—Household Equipment
Study of the selection, construction, operation, and mechanical care of household equipment as it is related to the well being of the family group.
Sem. I. Credit: 2
Trullinger

Home Economics 403—Home Management
Prerequisite: Home Economics 308.
Management of family resources, time, energy, money and equipment. Emphasis on the social aspects and adjustments of family life. Residence in the Home Management House for six weeks with experience in the management of the household.
Sem. I, II. Credit: 3
Trullinger

Home Economics 424—Principles and Practices of Child Guidance
Prerequisite: Home Economics 224.
Factors involved in the successful personality development of the preschool child. Application of guidance principles to experiences of the preschool child. Evaluation of the literature in the field. Lecture. Discussion. Assisting in the nursery school.
Sem. I, II. Credit: 2
Smith

Social Science 326—Problems of the Family—See Social Science

Home Economics 404—Food for Family Entertaining—See Food and Nutrition

Home Economics 429—The Family Centered Homemaking Program—See Home Economics Education

FOOD, DIETETICS, AND INSTITUTION MANAGEMENT

Home Economics 114—Food Preparation
Study and application of basic principles used in the preparation of food. Correct techniques and methods of preparation stressed. Products evaluated according to accepted food standards.
Sem. I, II. Credit: 3
Carrison

Home Economics 212—Family Nutrition
Prerequisite: Home Economics 114.
Scientific study of the fundamental principles of human nutrition as a basis for the selection of food for the family group from infancy through old age.
Sem. I, II. Credit: 3
Meiller

Home Economics 230—Food Preparation
Prerequisite: Home Economics 114.
Continuation of food preparation as studied in Home Economics 114.
Sem. I, II. Credit: 3
Carrison, Nelson

Home Economics 300—Applied Institution Management
Prerequisite: Home Economics 308.
Students prepare and serve meals in the college tea room under the direction of a student manager. Special emphasis placed on meal planning, recipe selection, the most economical use of materials and time, dining room management, food preparation, and cost control.
Sem. I, II. Credit: 3
Killian

Home Economics 308—Meal Management
Prerequisites: Home Economics 212 and 230.
Planning, preparation, and service of meals. Special attention given to costs, equipment, and management of family meals and guest occasions.
Sem. I, II. Credit: 3
Nelson

Home Economics 310—Nutrition and Dietetics
Prerequisites: Home Economics 212, Science 322, or parallel.
The science of nutrition, stressing the environmental, physical and chemical factors involved in the digestive and metabolic processes. Planning of dietaries.
Sem. I. Credit: 3
Meiller

Home Economics 328—Institution Administration
Prerequisite: Home Economics 308.
Study of the organization and administration of the food service in various types of institutions such as hospitals, schools, and commercial establishments. Course includes personnel management, purchasing methods, the keeping of records and accounts, and housekeeping management.
Sem. II. Credit: 3
Killian

Home Economics 400—Food Demonstrations
Prerequisite: Home Economics 308.
Study and application of the technique involved in planning and giving demonstrations. Observation of demonstrations given by Home Economics specialists in the commercial field.
Sem. II. Credit: 2
Carrison

Home Economics 404—Food for Family Entertaining
Prerequisite: Home Economics 230 or consent of instructor.
Suggestions for smart, gracious, yet simple and inexpensive entertaining. Skilled demonstrations combined with group and individual activities will acquaint students with newer methods of food preparation.
SS. Credit: 2
Carrison

Home Economics 418—Diet in Disease
Prerequisites: Home Economics 310, Science 362, or parallel.
Study of the modification of a normal diet indicated for various pathological conditions.
Sem. II. Credit: 3
Meiller

Home Economics 419—Nutrition (A refresher course)
Prerequisite: Home Economics 212 and consent of the instructor.
Recent advances in nutrition and their significance to the selection of food for the family.
SS. Credit: 2
Meiller

Home Economics 423—Planning and Equipping Home Economics Laboratories
The planning of pleasing and functional teaching centers in homemaking departments. Principles of arranging floor space; selection, placement, care and use of equipment; suitable finishes for walls, working surfaces and floors.
Sem. II. Credit: 3
Trullinger and equipment specialists

Home Economics 425—Selection and Arrangement of Equipment for Home Economics Laboratories
Consulting service will be available for persons who are planning new or remodeled laboratories. Special emphasis given to the selection, use, care and arrangement of suitable equipment and utensils for family-centered teaching in homemaking laboratories.
SS. Credit: 3
Trullinger

Home Economics 438—Experimental Food
Prerequisites: Home Economics 230 and Science 208.
Experimentation with selected food materials, techniques, and equipment. Each student is given the opportunity for directed study and work in an individually chosen area.
Sem. II. Credit: 3
Meiller

Home Economics 442—Advanced Food Preparation
Prerequisite: Senior or graduate standing.
Based on the student's special interest in the field of food preparation.
Sem. I, II. Credit: 2 or 4
Carrison

Home Economics 443—School Food Service
Prerequisite: Home Economics 308 or its equivalent.
For undergraduates, post-graduates and graduate students who may be responsible for supervision of school food service. The course will include laboratory.
SS. Credit: 2 or 3
Killian

Home Economics 446—Food Preservation
Prerequisite: Home Economics 230.
Extensive study and practical application of the methods and principles of food preservation. Special attention given to freezing of foods.
SS. Credit: 2

Home Economics 452—Institution Food Preparation
Prerequisite: Home Economics 308.
Laboratory work in institutional meal planning, standardization of recipes, calculation of food costs, operation and care of equipment, preparation of food for the college cafeteria. Specific problems of food selection and large quantity preparation.
Sem. I, II. Credit: 3
Killian

Home Economics 463—Institution Management Problems
Prerequisites: Home Economics 452 or 300, and Home Economics 328.
Directed individual work in selected problems. Laboratory work in the college cafeteria and tea room.
Sem. I, II. Credit: 2 or 3
Killian

Home Economics 501—Trends in Nutrition
Prerequisite: Graduate standing.
Recent developments in the field of nutrition.
SS. Credit: 2
Meiller

Home Economics 508—Food Seminar
Prerequisite: Graduate standing.
Discussion and interpretation of recent developments in foods.
SS. Credit: 2
Carrison

Home Economics 511—Nutrition Seminar
Prerequisite: Graduate standing.
Reports, discussions, and readings.
SS. Credit: 2
Meiller

Home Economics 513—Institution Management Seminar
Prerequisites: Home Economics 452 or 300, and Home Economics 328, graduate standing.
Discussion and interpretation of recent developments in Institution Management.
SS. Credit: 2
Killian

Home Economics 545—Workshop in Foods
Prerequisite: Graduate standing.
Individual development of subject matter, evaluation instruments, instructional materials, and demonstration techniques.
SS. Credit: 2 or 4
Carrison

Home Economics 556—Advanced Experimental Food
Prerequisite: Home Economics 438 or its equivalent, graduate standing. Directed individual investigation in food preparation. Involves an extensive study of principles and applications of research methods as applied to food investigations. Intensive literature review of study undertaken.
SS. Credit: 3 or 4
Meiller

RELATED ART

Art 106—Fundamentals of Design
A basic course prerequisite for further art work. Principles of design, color, theory, and practical applications in the field of home economics.
Sem. I, II. Credit: 3
Thvedt

Art 206—Art Appreciation
Development of critical judgment in evaluating traditional and contemporary art forms. Emphasis on art and its enrichment of everyday life. Visual aids, visits to Minneapolis and St. Paul galleries and shops.
Sem. II, 1952 and alternate years. Credit: 2
Amon

Art 220—Clothing Selection
Study of importance of personal appearance and factors which contribute to it. Application of art principles to the selection of clothing.
Sem. I, II. Credit: 2
Diefenbach

Art 244—Weaving
Warping a loom; elementary and complex weaving. Materials purchased by the student.
SS. Credit: 2
Amon

Art 323—Problems in House Furnishing
Prerequisite: Art 334.
Curtains, slip covers, and other articles for the house may be planned and made, and furniture reconditioned.
Sem. II. Credit: 2
Amon

Art 332—Advanced Design
Prerequisite: Art 106.
Advanced application of art principles to designs for household needs; textiles, utensils, accessories.
Sem. I. Credit: 2
Amon

Art 334—House Furnishing
Prerequisite: Art 106.
Study of housing and house furnishing needs as they relate to human problems; application of art principles through color, design, and materials; development of consumer discrimination.
Sem. I, II. Credit: 3
Amon

Art 400—Crafts
Prerequisite: Art 106.
Creative design and construction in several crafts: weaving, leather, ceramics.
Sem. I, II. Credit: 2
Amon, Thvedt

Art 410—Pottery
Experiences in making pottery: coil, slab, and mold methods; decorating, glazing and firing.
SS. Credit: 2
Thvedt

Art 430—Art History
A history of significant periods of furniture, china, silverware, and textiles.
Sem II, 1952 and alternate years. Credit: 2
Thvedt

Art 436—Costume Design
Prerequisite: Home Economics 218.
Creative approach to clothing design. Experiments with different sources for original design.
Sem. I. Credit: 2
Thvedt

Art 448—Housing
Prerequisite: Art 334 or consent of instructor.
Planning and remodeling of homes; use of space, suitability of homes to geographic location and family needs.
Sem. I. Credit: 2
Amon

Art 460—Creative Arts
Prerequisites: Art 400, or consent of instructor.
Creative approach to design related to home economics with emphasis on composition. Experience in pencil, watercolor, chalk, fingerpaint.
SS. Credit: 2
Amon

Art 526—Seminar in Related Art
Prerequisite: Graduate standing.
Flexible course in which the interests and needs of students are given important consideration. Fundamental material in the integration of art with home economics subject matter.
SS. Credit: 2
Staff

SPECIAL COURSES IN HOME ECONOMICS

Courses described below have been arranged in collaboration with the State Board of Vocational and Adult Education. The presentation of this group of technical courses has resulted from investigations made in the vocational schools of the state and from expressions of staff members and teachers for work of this type.

These classes to be offered during the summer session will be available first for teachers from city vocational schools and the rural vocational centers; remaining vacancies may be utilized by other students. Undergraduate, post-graduate, and vocational classification credit will be allowed upon completion of course requirements.

Home Economics 240—Tailoring as Applied to Home Sewing
Basic course in tailoring techniques planned particularly for teachers working with out-of-school youth and adults. Instruction in the making of lapels, collars, pockets, sleeves, front facings, and buttonholes. Choice allowed in construction of a tailored garment or the preparation of samples of these processes, whichever teachers find most helpful for instruction purposes. Construction and manipulation of special tailoring equipment included.
SS. Credit: 3

Home Economics 241—Advanced Tailoring as Applied to Home Sewing
Prerequisite: Home Economics 240 or equivalent.
Emphasis placed on developing skill in using tailoring equipment in considering special problems of class members in tailoring processes. Preparation of illustrative material for teaching out-of-school youth and adults.
SS. Credit: 3

Home Economics 242—Costume Millinery
Design and construction of "custom made" hats. Blocking, remodeling and renovation of all types of millinery without use of professional equipment. Study of millinery and its relation to costume ensembles.
SS. Credit: 3

Home Economics 243—Rug Design and Construction
Rug design and construction. Selection of materials and equipment, dyeing, color harmonies, and designing of patterns for rug hooking. Students may select type of rug on which they wish to work.
SS. Credit: 3

Home Economics 445—Design and Construction of Slip Covers
A study of the principles of design and the application of these principles in the selection of material. Construction of appropriate slip covers for modern and traditional decor.
SS. Credit: 2

Home Economics 447—Design and Construction of Lampshades and Draperies
A study of figure, proportion, pattern. Construction of lampshades and draperies to conform with present trends in home furnishing.
SS. Credit: 2

Industrial Education

All courses in this group (shop work, drawing, and design) are nine weeks in length, meeting daily. Due to the variation in the types of content included in these courses, the following tabulation is given to indicate the time requirements for credits.

Figures in paranthesis indicate hours in preparation:

1 period	per week (2)	18 wks.	1 semester hour
2 periods	per week (1)	18 wks.	1 semester hour
3 periods	per week (0)	18 wks.	1 semester hour
6 periods	per week (0)	9 wks.	1 semester hour
12 periods	per week (0)	9 wks.	2 semester hours
10 periods	per week (2)	9 wks.	2 semester hours

Industrial Education—Orientation
(For Industrial Education Freshmen.)
Admission requirements, program operation, attendance regulations, credits, scholastic measurement. Analysis of characteristics of a good performance in shop or drawing courses, in professional courses, in academic courses, and as a teacher. Personnel problems in physical, social, and mental phases. Curriculum opportunities, professional requirements, trend in requirements in calls for teachers. Significance of choices available.
Sem. I. Credit: 0
Bowman, Price Meets 1 hr. per week

BUILDING CONSTRUCTION

Industrial Education 249—Bricklaying
Elements of bricklaying applied in building walls, chimneys, piers, walling-in frames, turning arches, building fireplaces. Demonstrations and class work carried on under actual trade practice.
Sem. I, II. Credit: 2
Ray

Industrial Education 251—Bricklaying
Prerequisite: Industrial Education 249 or equivalent.
A continuation of Bricklaying 249 in advanced work, motion study. Problems planned under field conditions. Study of equipment, shop layouts, trade tests, scaffolding, safety and hygiene. Blueprint and outlines issued for reference.
Sem. I, II. Credit: 2
Ray

Industrial Education 354—Concrete Work
Elements of concrete work; mixtures, footings, foundations, special form-

work, reinforcing, sweeping, ornamental molds, pre-cast slabs. Field work assigned.
Sem. I, II. Credit: 2
Ray

DRAFTING

Industrial Education 118—Freehand Drawing
Basic fundamentals of freehand drawing; lines, circles, ellipses, geometric solids, freehand perspective. Shading, still life, thumbnails, technical sketching, blackboard practice, pen and ink work. Term sketch required.
Sem. I, II. Credit: 2
Ray

Industrial Education 121—Elements of Mechanical Drafting
Graphic representation of fabricated objects by various drawing techniques including orthographic projection, development, production illustration, etc.
Sem. I, II. Credit: 2
Siefert

Industrial Education 130—Aircraft Drafting
Prerequisite: Industrial Education 121.
Airfoil profiles, L.E. radius, angle of incidence, wing construction, elevator and stabilizer details, fuselage, landing gear, tubular structure, rigging details, engine mounting.
Sem. II. Credit: 2
Siefert

Industrial Education—Advanced Freehand Drawing and Design
Prerequisite: Industrial Education 118.
Alphabets, lettering, monograms, trade marks, advertising layouts, show card and poster work. Silk screen and stencil cutting. Memory sketching.
Sem. I, II. Credit: 2
Ray

Industrial Education 226—General Drafting
Prerequisites: Industrial Education 118 and 121.
The place of drafting in general education. Life situations, organization patterns, social and economic background. Problems involving the use of various types of organization patterns including flow sheets, operation diagrams, comparative value charts, working drawings, etc.
Sem. I, II. Credit: 2
Siefert

Industrial Education 227—Machine Drafting
Prerequisites: Industrial Education 118, 121, and one course from the metal work group.
Detailing of machine parts, technical sketching, measuring techniques, drafting conventions, standard parts, use of hand books.
Sem. I, II. Credit: 2
Siefert

Industrial Education 228—General Drafting
Prerequisites: Industrial Education 121 and 118.
Drawing techniques for various school levels including the vocational.

Organization and preparation of a teaching syllabus. Concentration is recommended in chosen field.
Sem. I, II. Credit: 2
Ray

Industrial Education 229—Machine Drafting
Prerequisites: Industrial Education 227 and Mathematics 211.
Analysis of motion, motion diagrams. Design of various types of cams. Use of odontograph in gear layout. Spur and bevel gears. Worm and worm wheel.
Sem. II. Credit: 2
Siefert

Industrial Education 231—Architectural Drafting
Prerequisites: Industrial Education 121 and 118.
Elements of planning and construction for residences in frame and masonry. Lettering, symbols and conventions, footings, foundations, sills, cellar windows, casement and double hung windows, cornices, fireplaces, stairs. Preliminary planning and drawing of floor plans, elevations and perspective. Cost estimates.
Sem. I, II. Credit: 2
Ray

Industrial Education 233—Architectural Drafting
Prerequisites: Industrial Education 121, 118, and 231.
Preparation of working drawings for a five or six room residence. Optional layout of rooms for each student. Frame or masonry. Floor plans, elevations, details, and specifications. Rendered perspective. Term reports. Illustrated lectures on kitchens, bathrooms, living rooms, dining rooms, basements. Cost estimates.
Sem. I, II. Credit: 2
Ray

Industrial Education 234—Mechanical Drafting
Prerequisite: Industrial Education 121.
Advanced problems in projections, auxiliary views, intersections, revolutions and developments.
Sem. I, II. Credit: 2
Siefert

Industrial Education 329—Machine Drafting
Prerequisite: Industrial Education 227.
Production illustration. Various types of mechanical pictorial representation applied to machine parts.
Sem. I. Credit: 2
Siefert

Industrial Education 331—Architectural Drafting
Prerequisites: Industrial Education 121, 118, and 231.
Complete scaled model of a house from the student's plans for class demonstration. Landscaping and rendering of the model. Photograph of the exterior and interior.
Sem. I, II. Credit: 2
Ray

Industrial Education 431—Architectural Drafting
Prerequisites: Industrial Education 121, 118, 231, and 331.
Design of a shop, professional, apartment, or industrial building. Working drawings and rendered perspective required.
Sem. I, II. Credit: 2
Ray

Industrial Education 433—Machine Drafting
Prerequisite: Industrial Education 329.
Planning and designing machines. Considerations of strength, use, operation, manufacture. Planning jigs and fixtures.
Sem. II. Credit: 2
Siefert

Industrial Education 471—Architectural Drafting
Prerequisites: Industrial Education 231, 233, 331, and 431.
Fundamentals of architectural design; shades and shadows; perspective, rendering. Preparation of exhibition and competition drawings.
Sem. I, II. Credit: 2
Ray

ELECTRICAL WORK

Industrial Education 119—Fundamentals of Electricity
Essentials of electricity including static electricity, current electricity, cells and batteries, series and parallel circuits, electric power, magnetism and electromagnetism, measuring instruments, alternating current principles, generator and motor principle, and rectification of alternating current.
Sem. I, II. Credit: 2
Ruehl

Industrial Education 343—Industrial Electricity
Prerequisite: Industrial Education 119.
Magnetic circuits as applied to coils, motors, generators, and transformers. Illumination. Insulation and insulators. Armature windings and winding projects. Mutual and self-inductance. Conduit wiring projects.
Sem. I, II. Credit: 2
Ruehl

Industrial Education 345—Industrial Electricity
Prerequisites: Industrial Education 119 and 343.
Theory and essentials of alternating currents. Shop problems dealing with alternating current measuring instruments, transformers, and various types of alternating current motors and generators and their accessories.
Sem. I, II. Credit: 2
Ruehl

Industrial Education 347—Radio
Prerequisite: Industrial Education 119 or equivalent.
Theory and fundamentals of radio communication circuits. Standard circuits set up and tested in the laboratory. Application of radio test instruments. Construction of radio projects.
Ruehl Credit: 2

Industrial Education 357—Electricity (Radio)
Prerequisite: Industrial Education 347 or equivalent.
Continued study of radio communication circuits and power supplies. Devoted largely to shop and laboratory work. Radio testing. Equipment, its construction and use.
Sem. I, II. Credit: 2
Ruehl

MECHANICS

Industrial Education 242—General Motor Mechanics
Study of internal combustion engines; suspensions and steering; fuel systems; ignition systems; power trains. Application to vehicles of transportation. Lectures, laboratory work, and visual aid materials used.
Sem. I, II. Credit: 2
Rawson

Industrial Education 245—Auto Mechanics
Prerequisites: Industrial Education 113, 119.
Fender and body repairing; refinishing; interior trim repairing; servicing, adjusting or repairing units of the chassis, not including the engine. Lectures, laboratory work.
Sem. I, II. Credit: 2
Rawson

Industrial Education 247—Auto Mechanics
Prerequisite: Industrial Education 245.
Engine rebuilding and tune-up; servicing and repairing engine accessories. Typical jobs are: reboring and honing cylinders; fitting pistons, rings, and piston pins; grinding, seating, and testing valves; repairing and adjusting carburetors. Lectures, laboratory work.
Sem. I, II. Credit: 2
Rawson

Industrial Education 253—General Mechanics
Prerequisites: Industrial Education 121, 119, 115, 107, and 109.
Selections of jobs in home mechanics; practical mechanics; and simple mechanics. Adaptable to courses for girls in public school courses. Projects in woodworking, ceramics, electricity, woodfinishing, plastics, bench metal working, and leather working.
Sem. I, II. Credit: 2
Kranzusch, Swanson

Industrial Education 341—Auto Mechanics
Prerequisites: Industrial Education 245 and 247.
Principles of operation, adjustments and repair of the various types of circuits, operating units, and storage batteries. Diagnosing, locating, and repairing electrical troubles on live cars. Lectures, laboratory work.
Sem. I, II. Credit: 2
Rawson

Industrial Education 365—General Mechanics
Prerequisite: Industrial Education 253.

Continuation of General Mechanics. New fields explored and new problems developed.
Sem. I, II. Credit: 2
Kranzusch, Swanson

Industrial Education 369—General Industrial Mechanics
Prerequisite: Industrial Education 236.
General survey of the industries. History and study of technological developments.
Sem. I, II. Credit: 2
Reneson

Industrial Education 375—Industrial Mechanics
Prerequisite: Industrial Education 369 or equivalent.
Selective individual study of some particular mechanical phase of industry. Recognition and interpretation of mechanical and social change for students on the secondary level.
Sem. I, II. Credit: 2
Reneson

Industrial Education 451—Auto Mechanics
Prerequisites: Industrial Education 245, 247, and 341.
Equipment and management problems for prospective teachers of auto mechanics; selecting and organizing teaching material.
Sem. II. Credit: 2
Rawson

METAL WORKING

Industrial Education 113—Machine Shop
Basic instructional units covering the lathe, milling machine, drilling machine, shaper, and grinding machine applied in projects. Shapes of cutting tools, grinding, setting, and operating. Feeds and speeds for cutting various metals.
Sem. I, II. Credit: 2
Milnes

Industrial Education 115—Sheet Metal
Fundamental machine and hand tool operations and information topics; the development of simple patterns involving parallel and radial lines; direct layout and short methods; study of markets, manufacture, and buying of equipment and supplies.
Sem. I, II. Credit: 2
Keith

Industrial Education 235—Machine Shop
Prerequisite: Industrial Education 113.
Helicol gear cutting and rack cutting on the milling machine. Internal and external square thread cutting on the lathe. Cylindrical grinding on the universal grinder.
Sem. I, II. Credit: 2
Milnes

Industrial Education 237—Machine Shop
Prerequisites: Industrial Education 235 and 227.
Worm gearing, tool making, tool and cutter grinding. Utilization of materials. Studies of selection of appropriate instructional material and projects.
Sem. I, II. Credit: 2
Milnes

Industrial Education 239—Sheet Metal
Prerequisite: Industrial Education 115.
Drafting irregular patterns by means of triangulation with the top view in the layout, top and side view in the layout, side view only in the layout; shop practice in the various fields of sheet metal working.
Sem. I, II. Credit: 2
Keith

Industrial Education 241—Sheet Metal
Prerequisites: Industrial Education 115 and 239.
Continued practice in layout and shop work. Some cabinet work and spot welding is done.
Sem. I, II. Credit: 2
Keith

Industrial Education 243—Foundry
Instructional units in molding applied in bench and floor molds; core making, cupola practice. Melting and pouring brass and aluminum.
Sem. I, II. Credit: 2
Milnes

Industrial Education 333—Sheet Metal
Prerequisites: Industrial Education 115, 239, and 241.
Advanced operations such as raising, forming, stretching, shrinking, bending, spinning, chasing, seaming, piercing, etching, coloring; applied in projects in the working of copper, brass, aluminum, pewter, monel metal, stainless steel, and nickel silver; related technical information.
Sem. I, II. Credit: 2
Keith

Industrial Education 335—General Metal
Prerequisite: Industrial Education 113.
General shop of the trade group type. Organization, layout, equipment, management, uses of instructional material. Selected projects representing bench metal, forging, heat treating, machine shop, oxy-acetylene welding and cutting.
Sem. I, II. Credit: 2
Betterley

Industrial Education 337—Foundry
Prerequisite: Industrial Education 243.
Advanced molding projects, match plates for production work, metallurgy of the foundry, several heats of iron, brass and aluminum.
Sem. I, II. Credit: 2
Milnes

Industrial Education 355—General Metal
Prerequisites: Industrial Education 335 and 455.
Advanced work in ornamental and tool forging. Oxy-acetylene welding,

power hammer work, bench metal, heat treating, and use of ceramic tile in combination with metal. Study of new machines, tools, metals, and manufacturing costs.
Sem. I, II. Credit: 2
Betterley

Industrial Education 435—Machine Shop
Prerequisite: Industrial Education 237.
Bevel-gear cutting, punch and die making, internal grinding, problems in tool making. Selection of appropriate instructional materials.
Sem. I, II. Credit: 2
Milnes

Industrial Education 455—Oxy-acetylene Welding
Prerequisite: Industrial Education 335.
Operation of equipment such as generators, manifolds, tanks, gauges and torches. Study of welding of all common metals. Hand and machine cutting of steel. Testing and checking. Technology of materials.
Sem. I, II. Credit: 2
Betterley

Industrial Education 457—Electric Arc Welding
Prerequisite: Industrial Education 335.
Characteristics and operation of different kinds of arc welding equipment. Preparation of joints, striking and manipulation of the arc in various weld positions, welding of the common metals, symbols, types of electrodes, hand and machine cutting, destructive and non-destructive testing of welds.
Sem. I, II. Credit: 2
Betterley

PHOTOGRAPHY

Industrial Education 205—Elementary Photography
Prerequisite: Sophomore standing.
Picture taking, film developing, printing and enlarging. Lectures, demonstrations and discussions. Each student is required to provide a box camera, or its equivalent, and photographic film. Chemicals and photographic paper are supplied.
Sem. I, II, SS. Credit: 2
Barnard

Industrial Education 405—Advanced Photography
Prerequisite: Industrial Education 205.
A functional course covering advanced techniques in monochromatic photography and the fundamentals of color photography including color film development and color printing. Each student is required to provide a camera, approved by the instructor, for use with the color film which the student must also supply. The chemicals and photographic paper will be supplied by the college.
Sem. II. Credit: 2
Barnard

PRINTING

Industrial Education 117—Elementary Composition
Elements of composition, stonework, and platen press work. Projects in straight composition involving basic operations of job printing. Supplementary lectures and demonstrations.
Sem. I, II. Credit: 2
Whydotski, Cornwell

Industrial Education 255—Advanced Composition
Prerequisite: Industrial Education 117.
Problems in display composition, stonework, and platen press work. An introduction to commercial problems and jobs. Supplementary lectures on typographical design.
Sem. I, II. Credit: 2
Whydotski

Industrial Education 257—Machine Composition
Prerequisites: Industrial Education 117 and 255.
Study of the mechanism, care and operation of intertype and linotype. Time divided between mechanism and practice operating.
Sem. I, II. Credit: 2
Cornwell

Industrial Education 259—School Publications
Prerequisites: English Composition 102-a and -b.
Production of school newspapers, magazines, and annuals. Elements of journalism and their application from the viewpoint of the advisor. **The Stoutonia**, the weekly college newspaper, used as a laboratory.
Sem. I, II. Credit: 2
Staff

Industrial Education 351—Printshop Mechanics
Prerequisites: Industrial Education 117, 255, 257, and 459.
Adjustments and care of machines found in the school and job shop.
Sem. I, II. Credit: 2 or 4
Cornwell

Industrial Education 359—Cooperative Industrial Printing
Prerequisites: Industrial Education 117, 255, or equivalent.
Production work at the college press under shop conditions. No outside preparation. One hundred clock hours of actual production experience in college press required for two semester hours of credit. On request for qualified students.
All year. Credit: 2 or 4
Staff

Industrial Education 361—Printing Design
Prerequisites: Industrial Education 117, 255.
Study of type design, commercial layouts, colors, papers, cover design, folders, and booklets. Application of design in printing.
Sem. II. Credit: 2
Whydotski

Industrial Education 363—General Graphic Arts
Basic graphic arts reproductive processes. Lectures and demonstrations

on letter press, stereotype, wood and resilient blockcutting, lithography, etching, silk screen, stencil ditto, engraving, papermaking, and book binding.
Sem. I, II. Credit: 2 or 4
Cornwell

Industrial Education 370—General Bookbinding
Prerequisites: Industrial Education 117 and 363, or permission of the instructor.
Basic fundamentals of the binding and repair of books. Instruction in the making of binding equipment and the use of materials obtained from local sources.
Whydotski Credit: 2

Industrial Education 374—Offset Lithography
Prerequisite: 6 semester hours in Printing.
Basic course in offset lithography including units in plate making and multilith press work.
Sem. I, II. Credit: 2
Barnard

Industrial Education 376—Advanced Lithography
Prerequisite: Industrial Education 374.
Continuation of I.E. 374. Preparation of intricate copy, stripping of negatives in plate making, and preparation of copy for multiple color work.
Sem. I, II. Credit: 2
Barnard

Industrial Education 449—Printing Economics
Prerequisites: Industrial Education 117 and 255.
Shop organization and management, purchasing of equipment and supplies, shop layouts, and cost estimating.
Sem. I, II. Credit: 2
Whydotski

Industrial Education 459—Presswork
Prerequisites: Industrial Education 117 and 255.
Practical problems and operation of platen and cylinder presses, automatic feeders, and imposition of large forms. Problems in bindery operations. Study of paper and inks.
Sem. I, II. Credit: 2
Cornwell

Industrial Education 557—Problems in Graphic Arts
Prerequisite: Graduate standing.
Advanced individual projects in graphic arts. Projects must contain approved factors of educational significance, technical accuracy, and be of a type not previously covered by the individual. Use of shop laboratories as well as literature. Carried on by arrangement and conference. Term paper required.
Whydotski Credit: 2

WOODWORKING

Industrial Education 107—Hand Woodworking
Fundamental operations and information topics in woodworking. Constructing small projects.
Sem. I, II. Credit: 2
Soderberg, Anderson

Industrial Education 111—Woodturning
Prerequisites: Industrial Education 107 and 131.
Fundamental woodturning operations applied in projects in various woods. Study of design in turning. Advanced projects include chuck work, split turning, spiral turning, internal turning, fluting, and inlaying.
Sem. I, II. Credit: 2
Olsen, Anderson

Industrial Education 116—General Woodworking
Prerequisites: Industrial Education 107 and 131.
General shop course which provides training in the management of a general woodworking shop and in several basic areas of woodturning. Simple upholstery is one of the units.
Sem. I, II. Credit: 2
Olsen, Anderson

Industrial Education 131—Machine Woodworking
Basic elements in nomenclature, setup and operation of woodworking machines including accident prevention. Use of woodworking drawings, stock cutting bills and fixtures for a small project. Wood identification.
Sem. I, II. Credit: 2
Anderson

Industrial Education 209—General Finishing
Study and application of various finishes for composition material, plastics, wood, and metal. Color theory, spraying, baking, drying, polishing, and refinishing.
Sem. I, II. Credit: 2
Soderberg

Industrial Education 215—Cabinet Work
Prerequisites: Industrial Education 107, 131, and 311.
Laboratory testing of wood, atmosphere, shrinkage, and its effect on structural design. Intersectional relationship of structural members, joints and fastening characteristics common to open and enclosed construction. Building projects drawn up in Industrial Education 311 or institutional equipment.
Sem. I, II. Credit: 2
Anderson

Industrial Education 219—Carpentry
Prerequisites: Industrial Education 107 and 131.
Surveying and staking out buildings; concrete forms construction, floor framing, wall framing and roof framing in actual house construction; the steel square in roof framing, sheathing, shingling, and insulating. Reference assignments and discussions.
Sem. I, II. Credit: 2
Olsen

Industrial Education 221—Painting and Decorating
Prerequisite: Industrial Education 209.
Application of color theory, color mixing, graining, stenciling, marbling, mottling, stippling, texturing with plastic materials, and other modern wall finishes. Production work and shop maintenance.
Sem. I, II. Credit: 2
Soderberg

Industrial Education 225—Patternmaking
Prerequisites: Industrial Education 107 and 227.
Basic instructional units in wood patternmaking for casting in iron, brass and aluminum. Patterns involving solid, split, and segmental construction; core boxes where needed. Visit to a foundry.
Sem. I, II. Credit: 2
Milnes

Industrial Education 260—Saw Fitting
Prerequisite: Sophomore standing and specialization in woodworking.
Hours arranged. Institutional hand and power saw fitting with power saw filer.
Sem. I, II. Credit: 2
Anderson

Industrial Education 263—Millwork
Prerequisites: Industrial Education 107, 131, 215, and specialization in woodworking.
Hours arranged. Millwork problems in construction, methods, procedures and standards in building trades. Milling stock for other courses.
Sem. I, II. Credit: 2
Anderson

Industrial Education 267—Millwrighting
Prerequisites: Senior standing and specialization in woodworking. Hours arranged. Machine maintenance, toolfitting, making special safety devices.
Sem. I, II. Credit: 2
Anderson

Industrial Education 311—Design in Furniture and Case Work
Prerequisites: Industrial Education 107 and 131.
Planning, designing and making drawings of projects, stock cutting bills, patterns and job plans for a course of study at a chosen grade level. An optional field trip.
Sem. I, II. Credit: 2
Anderson

Industrial Education 312—Cabinet Work
Prerequisites: Industrial Education 107, 131, 311, and 215.
Continuation of I.E. 215. Initiative in application of design and production practices. Drawer and door construction and fitting. Extra curricular use of shop encouraged in and after this course. Hours arranged.
Sem. I, II. Credit: 2
Anderson

Industrial Education 313—Design in Furniture and Case Work
Prerequisites: Industrial Education 107, 131 and 311.
Hours arranged. Continuation of I.E. 311 plus designing, drawing and the making of rods, jigs, and forms. Laying out molder and shaper knives.
Sem. I, II. Credit: 2
Anderson

Industrial Education 319—Carpentry
Prerequisites: Industrial Education 107, 131, and 219.
Review of equal pitch roof framing; scaffold construction; quantity surveying and ordering material; construction of unequal pitch roof; cornice construction, porch framing and finishing; exterior trimming; building materials; reference assignments and discussions.
Sem. I, II. Credit: 2
Olsen

Industrial Education 325—Patternmaking
Prerequisites: Industrial Education 225 and 243.
Pattern for sheave wheel; bevel gear blank. Mounted and gated patterns and matched plates; segmental construction work.
Sem. I, II. Credit: 2
Milnes

Industrial Education 371—General Woodworking
Prerequisites: Industrial Education 107, 131, and 116.
Organizing and maintaining a general wood shop. Shop and classroom equipment planned, designed, and constructed as individual or group projects. Blueprints, photographs, and other illustrations prepared and made available to students.
Sem. I, II. Credit: 2
Olsen

Industrial Education 411—Cabinet Work
Prerequisites: Industrial Education 107, 131, 311, 215, and 312.
Hours arranged. Advanced problems in fixture construction. Purchase and care of equipment and supplies. Shop layouts and installations.
Sem. I, II. Credit: 2
Anderson

Industrial Education 421—Carpentry
Prerequisites: Industrial Education 107, 131, 219, and 319.
Interior finishing; elements of stair building; structural design in framing; structural and aesthetic design in finishing; reference assignments and reports.
Sem. I, II. Credit: 2
Olsen

Industrial Education 440—Plastics
Processing acrylic plastics and materials supplementing wood. Woodworking tools used. Projects utilizing formica, fiber board, cork and linoleum. Creative expression is encouraged.
Sem. I, II. Credit: 2
Olsen

Industrial Education 447—Institutional Production
Prerequisites: B average, senior rating, and specialization in woodworking.
Hours arranged. Building institutional equipment on a production and instructional basis with consideration given to vocational certification.
Sem. I, II. Credit: 2
Anderson

Industrial Education 448—Cooperative Woodwork in Industry
Prerequisite: Industrial Education 447 and special arrangement with instructor and director.
Full time affiliation of Stout Institute, industry, and students when it can be arranged for mutual benefit and for vocational credit.
Sem. I, II. Credit: based on time.
Anderson

GRADUATE PROGRAM

The graduate program at The Stout Institute is established to meet the present-day needs of teachers and administrators of Home Economics Education and Industrial Education. The graduate curriculum is planned so that prospective teachers and administrators may earn the degree of Master of Science with the major in Industrial Education, Home Economics Education, Home Economics, or Vocational Education. The teacher certification laws, the trade experience, the educational preparation, and professional objectives determine the type of graduate program essential to meet those specialized needs.

OBJECTIVES

The objectives of the graduate curriculum are:
1. Extension of the broad general culture of teachers.
2. Preparation in research procedures in home economics and industrial education.
3. Continued study of specific competency in one of the major fields; Home Economics, Industrial Education, or Vocational Education.
4. Attainment of advanced skills in professional techniques or exploring new techniques.
5. Opportunity for concentrated study of the more strictly professional phases of teaching for those whose undergraduate study did not make adequate provisions.
6. Provisions for the development of desirable personal and social qualities of teachers.

ADMISSION

Admission requirements for the graduate program of The Stout Institute are as follows:

General Requirements

Students may enroll for graduate courses who meet the following requirements: (a)—Received the Bachelor's Degree from The Stout Institute, or an accredited college or university. (b)—Graduated with a 1.5 point average in undergraduate course work.

Application

Those applying for admission to graduate studies should fill out the application form located in the back of this bulletin. Send application forms to the Director of Graduate Studies, The Stout Institute, Menomonie, Wisconsin. Applications for admission must be complete and accurate. Failure to include requested information or misrepresentation may be basis for denying the applicant admission. Late registration is discouraged. All students are expected to register on general registration days.

Admission to Candidacy

1.—Admission to the graduate studies program does not of itself imply "admission to candidacy" for the master's degree. Admission to

candidacy is determined only after the student has successfully completed not less than 12 semester hours of graduate work at The Stout Institute. 2.—A student desiring to be admitted to candidacy for a master's degree must make application with the Director of Graduate Studies at least one month prior to the opening of the semester in which the degree is sought. 3.—The student must meet all special admission requirements, including the qualifying examination, for the major fields (Home Economics, Home Economics Education, Industrial Education, and the Vocational major).

Transcript of Credits

Students from colleges other than The Stout Institute must have their transcripts sent to the Registrar not less than one month prior to the opening of school. Important consideration of the graduate committee in granting approval on applications will be that the student have a grade point average of 1.5 as an undergraduate.

Evidence of satisfactory experience is desirable. Students whose admission status has not been clearly established may be accepted on probation.

Transfer of Credits

Graduate credit from other institutions is limited to six semester hours. This credit must be recorded as graduate credit on an original transcript. These credits must apply to the student's sequence of courses at Stout. (Consult Director of Graduate Studies.)

Seniors (Split Program)

Qualified seniors who do not require full time to complete their undergraduate work within the enrollment period of one semester or one summer session may enroll for graduate courses with the permission of the Dean of the undergraduate school and the Director of Graduate Studies. This permission must be obtained prior to registration; credit earned prior to this will not be accepted as graduate credit. The limit of the total hours carried should not exceed that set as the normal load. Full residence will not be granted for the period in which such work is taken.

SPECIAL REQUIREMENTS

Students who meet the general requirements for admission to graduate work must meet the undergraduate standards in order to be admitted to the graduate program for the following major fields:

Home Economics Major—Undergraduate credits required: Home economics courses, 42 semester hours; Education courses, 8 semester hours; Related science, 20 semester hours. A variation of 6 semester hours is permitted.

Home Economics Education Major—Undergraduate credits required: Home economics courses, 42 semester hours; Education courses including general psychology, 26 semester hours. A variation of 6 semester hours is permitted in each field, provided the total is 68 semester hours.

Industrial Education Major—Undergraduate credits required: Technical shop and drafting courses, 42 semester hours; Education courses including general psychology, 26 semester hours. A variation of 6 semester hours is permitted in each field, provided the total is 68 semester hours.

Vocational Major—Certified vocational teachers with a bachelor's degree in the fields of agriculture, commerce, engineering, industrial education and home economics education who possess 42 technical hours in their specialized fields, and 26 semester hours in education including general psychology may be admitted to graduate work for a vocational major. A variation of 6 semester hours in technical or education fields is permitted, provided the total is 68 semester hours. Students are required to secure statements of certification as vocational teachers from their respective State Vocational Directors.

GRADUATE TUITION AND FEES

Tuition for non-residents of Wisconsin per semester	$100.00
Graduate course fee per semester hour credit	3.00
Library fee	5.00
Health service fee	2.50
Activities fee	11.50
Special examination fee	2.00
Diploma fee	5.00
Thesis or investigation binding fee:	
Thesis, each	2.00
Investigation, each	.50

Any expense incurred by graduate students during the conduct of research problems, such as printing of questionnaires, maps, charts, postage, typing of reports, etc., is the responsibility of the student and must be supplied and paid for by the student. Bound copies of Theses or Investigations will be sent to the writer via postage collect.

All graduate students are required to submit for correction one typewritten copy of the rough draft of a thesis or investigation, four typewritten copies of the final thesis (plan A), and three typewritten copies of the final investigation (plan B).

Students Taking Both Graduate and Undergraduate Courses (Split Program)

Tuition for non-residents of Wisconsin per semester	$100.00
Graduate course fee per semester hours credit	3.00
Library fee	5.00
Undergraduate general fee	30.00
Health service fee	2.50
Special examination fee	2.00
Activities fee	11.50
Diploma fee	5.00
Lock deposit ($1.00) refunded	.75

GENERAL GRADUATE REQUIREMENTS

The graduate requirements for the Master of Science Degree with a major in Industrial Education, Home Economics Education, Home Economics, or Vocational Education are as follows:

1. Completion of 30 semester hours in one of the fields—Industrial Education; Home Economics Education; Home Economics; or Vocational Education.

Industrial Education
Major Industrial Education—20 semester hours
Minor Education—Science—10 semester hours

Home Economics Education
Major—Home Economics Education—20 semester hours
Minor—10 semester hours in Home Economics

Home Economics
Major—20 semester hours in one of the following fields: Food and Nutrition, Clothing, Textiles and Related Art.
Minor—10 semester hours selected from courses in the following fields; Home Economics Education; Food and Nutrition; Family Life; and Clothing, Textiles, and Related Arts and Sciences. Courses in the minor field should not be selected by the student from the major field sequence of courses.

Vocational Education
Major—Vocational Education—20 semester hours in Industrial Education or Home Economics Education.
Minor—10 semester hours in Education, Science, Social Science, Home Economics Education, or Home Economics.

2. Fifty percent of the semester hours' credit required for the Master's degree must be scheduled in graduate courses (500 series).

3. All senior college courses (300-400) series must be approved on the basis of the individual's needs as indicated by present objectives and previous courses.

4. Not more than three seminars, six semester hours in problems in the technical shop fields, or six semester credits in workshops may be used for graduate credit.

5. Graduate courses required of all students: Ed. 501 Research Procedures—2 semester hours. I.E. or H.E. 510 Problems in Industrial Education or Home Economics Education—2 semester hours. Ed. 561 Educational Statistics is recommended for all students who have not had the course as an undergraduate.

6. Transferred graduate credit from other institutions is limited to six semester hours. This credit must be recorded as graduate credit on original transcript. These credits must apply to student's sequence of courses at Stout. (Consult Director of Graduate Studies.)

7. Requirements for the Master's degree must be completed within a six year period. Requests for extensions will be given consideration by the Graduate Committee.

8. Residence requirements are one academic year or five six-week summer sessions. The acceptance of six semester hours of graduate credit from another institution will reduce the residence requirement to four six-week summer sessions or three quarters (27 weeks) of the regular academic year.

9. The standard of work on the graduate level requires that the candidate for the master's degree must obtain a "B" average for 24 semester hours of course work for Plan A; or 30 semester hours for Plan B.

10. "Incompletes" are given in cases in which the absence incurred has been due to situations over which neither the student nor the instructor has any control. However, the student must have a passing grade in the course at the time of withdrawal. In graduate work, incompletes are also given in cases in which completion of research requires more time than is available during the course. In such cases, the incomplete must be made up within three years following the end of the course.

11. Candidates for the Master of Science degree must write the Qualifying Examination. This examination is used by the graduate committee to evaluate the student's fitness to continue work on the graduate level. Students must complete six hours of graduate work before taking the examination. Notice will be posted informing students as to the time and place of the examinations.

THESIS AND INVESTIGATION REQUIREMENTS

General Instructions For Thesis—Plan (A) And Investigations—Plan (B)

The graduate program at The Stout Institute provides opportunities for students to acquire preparation in the understanding, interpretation, and application of research procedures. All students are required to take the basic courses: Ed. 501 Research Procedures, and I.E. 510 Problems in Industrial Education, or H.E. 510 Problems in Home Economics Education. Two plans are available for students to satisfy the research requirements. The two plans are as follows:

PLAN (A) Thesis in major field involving original research. The research to be prepared according to the approved form. Register for Ed. 570, Thesis, for 2, 4, or 6 semester hours for a total of 6 semester hours.

PLAN (B) A written report is required in addition to or in conjunction with the regular course work in one of the 500 series graduate courses. The report must be acceptable to the instructor of the graduate course in terms of subject, content, and form. Enroll in a 500 series graduate course related to the selected problem for the written report.

The student, in conference with a major adviser, should select the plan that meets his professional needs and interests. In a series of conferences with advisers developing the plan for the thesis or investigation, certain considerations must be constantly recognized:

1. The study should be of significance in its field.
2. The study should be clearly limited.
3. The study should raise distinct questions.
4. The data for research must be available to the student conducting the study.
5. The problem should be within the field and ability of the student.

The problem must not be a mere compilation based on individual personal opinion. Where new combinations and new applications appear in the study, they should be based upon the expressed opinion of competent persons, or reliable objective data. Preparation of courses of study and curriculum plans derived from class techniques do not constitute acceptable theses but may be used for Plan (B). Studies of this type, if used in Plan (A), should involve survey, analysis, or evaluation procedures and should not be titled as courses of study.

INSTRUCTIONS FOR PLAN (A)

The general instructions for Plan (A) are as follows:

1. Consult the Director of Graduate Studies during your first enrollment period for the purpose of selecting your major faculty adviser.
2. Consult your major adviser to plan total graduate program, to discuss possible thesis problems, and to integrate the problem with your graduate program.
3. Consult your major adviser about the selection of a thesis adviser who directs the student's research.
4. Enroll for course Ed. 570, Thesis. The student may enroll for 2, 4, or 6 semester hours. There must be a total of six semester hours, however, when the Thesis is completed. Students should start on the Thesis not later than the third quarter during the regular session, or later than the third summer session.
5. Fill out three Preliminary Statement sheets when the Thesis adviser has accepted the plan for the study. Secure these statement sheets from the Director of Graduate Studies and return them to the Director when they have been properly filled out. When completed, the tentative statement sheets are distributed as follows:
   a. One copy to the student.
   b. One copy to the Director of Graduate Studies.
   c. One copy to the Thesis adviser.
6. Secure the Form for Recording the Thesis in Progress from the Director of Graduate Studies. Fill out the form and return it to the Director promptly. This form is essential to protect the investigator's priority rights for the problem.
7. Secure the Form for Checking Preliminary Techniques and Devices for Theses from the Director of Graduate Studies. Check all techniques and devices to be used in the study. When all the techniques and devices have been prepared, secure the signature of the faculty member who is responsible for the various techniques and devices to be used in the study.
8. Secure a copy of the instructions for the English Outline from the Director of Graduate Studies. Prepare an English outline for your study.
9. Check the progress of your study with your Thesis adviser periodically.

10. Purchase a **Manual For Writers of Dissertations** by Kate L. Turabian from the Business Manager's office, The Stout Institute. Secure a **Format of the Investigation** for writing theses and specified course papers from the Director of Graduate Studies. In all cases of style that are not covered in the format issued by the Director of Graduate Studies, the student should follow the instructions in the manual by Turabian.
11. Secure a **Form for Checking the Thesis for Plan (A)**, from the Director of Graduate Studies. When the student has completed the first draft (rough draft) of the study, he should present it to each of the faculty checkers for their review and signatures. When the first draft of the study has been checked by the faculty members, the student should bring it to the Director of Graduate Studies for instructions for typing the final copy. Four (4) copies of the study should be typed if the student desires a personal copy. Home Economics students should have five (5) copies typed. When the final copy has been typed, the student should again secure the signatures of the faculty checkers on the **Form For Checking The Thesis.** This final check indicates that the thesis is acceptable and that the student is eligible for the final oral examination.
12. Secure **Thesis Abstract Form** from the Director of Graduate Studies. Fill out this form and return it to the Director of Graduate Studies prior to the oral examination.
13. When all of the final copies of the thesis have been checked, present them to the Director of Graduate Studies. Arrangements for the final oral examination may then be made.
14. Final Oral Examination—Clearance for the Final Oral Examination is dependent on the satisfactory completion of the following:
    a. **Student Credit Sheet**
       (1) Obtain copy from Director of Graduate Studies.
       (2) Obtain signature of Registrar on this sheet, and
       (3) Return to the office of the Director of Graduate Studies.
    b. Completion and acceptance of **Thesis Abstract Form.**
    c. The date and hour for the Final Oral Examination will then be set by the Director of Graduate Studies.

INSTRUCTIONS FOR PLAN (B)
(Revised, 1952)

The purpose of the revised Plan (B) is to permit graduate students an opportunity to secure additional course work with an emphasis on master teacher objectives. Students electing this plan must complete a total of 30 semester hours of course work, including the courses: Ed. 501 Research Procedures; I.E. 510 Problems in Industrial Education and Ed. 561 Educational Statistics if not included in undergraduate courses.

Plan (B) includes the preparation of a written report, in addition to or in conjunction with the regular course work in one of the 500 series graduate courses. The report must be acceptable to the instructor of

the graduate course in terms of subject, content, and form. One typewritten copy must be presented to the instructor at least one week prior to the end of the course, or at such time as the instructor may designate. Written notice that the paper has been completed and is acceptable, signed by the instructor in charge of the course, must be filed in the graduate office. The typewritten report must be filed in the instructor's office.

GRADUATE OFFERINGS

The graduate program of The Stout Institute is organized in terms of the integrated five-year program and in terms of major and minor preparations in the field of Industrial Education, Home Economics Education, Home Economics, or Vocational Education.

The Integrated Five-Year Program: Leaders in teacher education have long recognized that five years are essential to prepare qualified teachers. There are many courses in teacher preparation that cannot be included in a four year program. A sheet called Basic Areas of Educational Preparation is used for the control of student-faculty cooperative planning in terms of a balanced program and professional objectives. Each graduate student will secure one of these sheets from The Director of Graduate Studies and select a major faculty adviser. The basic areas are philosophy of education, psychology, curriculum construction, research procedures, administration, supervision, special professional fields, instruction, social and economic competency, guidance, measurements and evaluation, and field service problems. Students should select courses in terms of undergraduate deficiencies, professional objectives, and major and minor fields.

INDUSTRIAL EDUCATION

Industrial Education Major—The requirements for the Master of Science degree with a major in Industrial Education are as follows:

Thirty semester hours are required with a distribution of credits as follows:

Twenty semester hours selected from the courses listed for Industrial Education major including one of the following plans:

Plan (A)—Thesis in major field involving original research. The research to be prepared according to the approved form. Register for Ed. 570, Thesis, for 2-4-6 semester hours, for a total of 6 semester hours.

PLAN (B)—A written report is required in addition to or in conjunction with the regular course work in one of the 500 series graduate courses. The report must be acceptable to the instructor of the graduate course in terms of subject, content, and form. Enroll in a 500 series graduate course related to the selected problem for the written report.

Ten semester hours from the courses listed for the minor in Industrial Education.

COURSES

Industrial Education Courses—Major		Sem. Hrs.
I.E. 526	Administration	2
Ed. 470	Conference Leading I	2

Ed. 472	Coordination	2
Ed. 459	Curriculum Procedures I (Graphic Analysis)	2
Ed. 568	Curriculum Procedures II (Trade and Job Analysis)	2
I.E. 537	Curriculum Procedures III (Course Development)	2
Ed. 441	Educational Evaluation	2
Ed. 401	Guidance	2
Sci. 432	Heredity and Eugenics	2 or 3
Ed. 475	Interviewing Techniques	2
I.E. 520	Labor and Industrial Relations	2
Ed. 500	Philosophy of Modern Education	2
Ed. 402	Philosophy of Vocational and Adult Education	2
Ed. 502	Principles of Supervision	2
I.E. 560	Problems in Audio-Visual Education	2
I.E. 516	Problems in Coordination	2
I.E. 557	Problems in Graphic Arts	2
Ed. 531	Problems in Guidance	2
I.E. 510	Problems in Industrial Education	2
I.E. 506	Problems in Supervision	2
I.E. 514	Problems in Technical Fields	2
Ed. 439	Production of Audio-Visual Materials	2
Ed. 501	Research Procedures	2
Ed. 423	Safety Education	2
Ed. 524	Social Maladjustment	2
I.E. 533	Survey Procedures	2
Ed. 480	Theory and Organization of General Shop	2
Ed. 514	Vocational Psychology	2
Ed. 570	Thesis	6

Courses from the vocational major may be selected for the Industrial Education major.

Industrial Education and Vocational Education Minor (Education)

S.S. 417	American Politics	2
Ed. 360	Audio-Visual Education	2
Sci. 442	Community Hygiene	2 or 3
Ed. 448	Driver Education	2
Ed. 452	Driver Education (Advanced)	2
Ed. 561	Educational Statistics	2
Sci. 427	Physics IV—Electronics	3
S.S. 407	History of Americas	4
S.S. 410	Modern World	4
S.S. 411	Social Problems	2
Ed. 513	Personality and Mental Health	2
Ed. 555	Psychology of Learning	2
S.S. 409	Recent History of U. S.	2

VOCATIONAL EDUCATION

The requirements for the Master of Science Degree with a major in Vocational Education are as follows:

Candidates must meet the requirements of The Stout Institute for the Bachelor of Science degree with a major in Vocational Education. They also must be certified vocational teachers.

Thirty semester hours are required with a distribution of credits as follows:

Twenty semester hours selected from the courses listed for Vocational Education major, including one of the following plans:

Plan (A)—Thesis in major field involving original research. The research to be prepared according to the approved form. Register for Ed. 570--Thesis, for 2-4-6 semester hours. for a total of 6 semester hours.

PLAN (B)—A written report is required in addition to or in conjunction with the regular course work in one of the 500 series graduate courses. The report must be acceptable to the instructor of the graduate course in terms of subject, content, and form. Enroll in a 500 series graduate course related to the selected problem for the written report.

Ten semester hours from the courses listed for the minor in Vocational Education.

COURSES

Vocational Education Courses (Industrial Education Division)

Major		Sem. Hrs.
I.E. 526	Administration	2
Ed. 492	Workshop in Administration of Vocational and Adult Education	2
I.E. 527	Area Vocational Schools	2
Ed. 470	Conference Leading I	2
Ed. 471	Conference Leading II	2
Ed. 472	Coordination	2
Ed. 459	Curriculum Procedures I (Graphic Analysis)	2
Ed. 568	Curriculum Procedures II (Trade Analysis)	2
I.E. 537	Curriculum Procedures III (Course Development)	2
Ed. 303	Educational Psychology	2
Ed. 441	Educational Evaluation	2
Ed. 401	Guidance	2
Ed. 475	Interviewing Techniques	2
I.E. 501	Occupational Hygiene and Safety	2
Ed. 402	Philosophy of Vocational and Adult Education	2
Ed. 502	Principles of Supervision	2
I.E. 515	Problems in Administration of Vocational Education	2
I.E. 519	Problems in Apprenticeship Training	2
I.E. 560	Problems in Audio-Visual Education	2
I.E. 516	Problems in Coordination	2
I.E. 557	Problems in Graphic Arts	2
Ed. 531	Problems in Guidance	2
I.E. 510	Problems in Industrial Education	2
I.E. 506	Problems in Supervision	2
Ed. 443	Problems in Teaching Trade and Ind. Subjects	2
I.E. 514	Problems in Technical Fields	2
Ed. 439	Production of Audio-Visual Materials	2
Ed. 501	Research Procedures	2
Ed. 423	Safety Education	2
Ed. 524	Social Maladjustment	2
Ed. 407	Teaching Trade and Industrial Subjects	2

I.E. 533	Survey Procedures	2
Ed. 514	Vocational Psychology	2
Ed. 491	Workshop in Occ. Inf. and Guidance	2
Ed. 490	Workshop in Tests and Meas. in Counseling	2
Ed. 403	Workshop in Trade and Industrial Education	2
Ed. 570	Thesis	6

Vocational Teacher Classification

Certification Requirements—Wisconsin Vocational Teachers. The courses referred to as certification courses for Wisconsin Vocational Teachers are as follows:

For All

		Sem. Hrs.
Ed. 402	Philosophy of Vocational and Adult Education	2
Ed. 303	Educational Psychology	2
Ed. 401	Guidance	2
	Elementary Economics	4
	Socio-Economics Electives	4

For Home Economics

Ed. 413	Teaching Voc. and Ad. Homemaking	2
Ed. 416	Probs. in Teach. Voc. and Ad. Homemaking	2

For Industrial Education

Ed. 407	Teaching Trade and Industrial Subjects	2
Ed. 443	Problems in Teaching Trade and Industrial Subjects	2

(For detailed information, see Teacher Training Series Bulletins Wisconsin State Board of Vocational and Adult Education.)

Home Economics Vocational Education

Candidates for the Vocational Major in Home Economics Education must meet the requirements of The Stout Institute for the Bachelor of Science degree with a major in Vocational Education. They must also be certified vocational teachers. Courses may be selected from the Home Economics Education major or from the Home Economics major. The student should select courses in terms of professional needs with the assistance of the faculty adviser. Twenty semester hours are required in the major field and ten semester hours are required in the minor field. All students are required to include Plan (A) or Plan (B) in their graduate program.

HOME ECONOMICS

The graduate program leading to a Master of Science degree offers advanced students an opportunity to prepare for executive and administrative positions of leadership in the profession. Intensive and specialized courses are provided to enable students to prepare for selected professional objectives. Regardless of the major selected, the following general requirements must be met.

General Requirements

1. The candidate for the Master's Degree must select either Plan (A) or Plan (B). For detailed information concerning these two plans, see Thesis and Investigation Requirements.
2. Plan (A) or Plan(B) papers must be completed and in the hands of the advisers ten days before the scheduling of an oral examination or the end of the semester. It is not feasible for advisers or faculty members to direct studies or to offer detailed guidance through correspondence on either Plan (A) or Plan (B).
3. Special committee: The candidate for the degree of Master of Science in Home Economics must select two members of the faculty to serve as her special committee. These are selected with the approval of the Dean of the Division of Home Economics, who is a member of all graduate committees. The chairman of the committee must represent the field of concentration; the others may be chosen in a related field, depending upon the program selected by the candidate.

   The committee members' consent to serve, together with the plan for graduate study, must be filed with the Dean of the Division of Home Economics and the Director of Graduate Studies on the proper blank as soon as possible after the initial registration for graduate studies.

   Since admission to graduate status does not necessarily imply that the student is a candidate for an advanced degree, some students find it desirable to take courses without making the above plans. If such a student should decide to become a candidate for an advanced degree, credits will be evaluated by the Graduate Committee. All requirements must be met as outlined in the selected major.

HOME ECONOMICS EDUCATION

This program is directed primarily toward the extension of the professional training of home economics teachers. Graduate work in this area is becoming increasingly essential because of present-day demands for higher degrees. This program is designed also for those who wish to enter the fields of supervision, administration, or teacher education.

Courses

Home Economics Education Courses—Major			Sem. Hrs.
Ed.	360	Audio-Visual Education	2
Ed.	401	Guidance	2
Ed.	402	Philosophy of Vocational and Adult Education	2
Ed.	413	Teaching Voc. and Adult Homemaking	2
Ed.	415	Workshop in Voc. and Adult Homemaking	2
Ed.	416	Problems in Teach. Voc. and Adult Homemaking	2
H.E.	425	Selection and Arrangement of Equipment for Home Economics Laboratories	3
H.E.	429	Family Centered Homemaking Program	2
Ed.	436	Course Development	2
Ed.	441	Educational Evaluation	2

Ed.	451	Evaluation in Home Economics Education	2
Ed.	472	Coordination	2
Ed.	490	Workshop in Tests & Measurements in Counseling	2
Ed.	500	Philosophy of Modern Education	2
*Ed.	501	Research Procedures	2
Ed.	502	Principles of Supervision	2
H.E.	506	Problems in Supervision	2
Ed.	508	Curriculum Studies in Home Economics	2-4
*H.E.	510	Problems in Home Economics Education	2
Ed.	513	Personality and Mental Health	2
Ed.	520	Current Problems in Home Economics Education	2
H.E.	526	Administration	2
Ed.	531	Problems in Guidance	2
Ed.	555	Psychology of Learning	2
Ed.	561	Educational Statistics	2
H.E.	561	Seminar in H.E. Ed.	2
Ed.	570	Thesis	2
		Related Courses in Arts and Science	6
			5

Minor: 10 semester hours of Home Economics courses to be selected from the 400-500 series.

* Required course.

FOOD AND NUTRITION

This program is designed to increase the professional knowledge and competency of those engaged in the food and nutrition fields. Specialization in these areas may lead to advanced positions in teaching, institution management, dietetics, and nutrition work in schools, public health service, or social welfare organizations. Graduate work in food and nutrition also offers training for students interested in preparing for positions in food demonstration, research, home service, and a wide range of home economics positions in business.

Courses

Food, Nutrition, Dietetics, and Institutional Management Courses—Major			Sem. Hrs.
H.E.	300	Applied Institution Management	3
H.E.	310	Nutrition and Dietetics	3
H.E.	328	Institution Administration	3
H.E.	400	Food Demonstrations	2
H.E.	404	Food for Family Entertaining	2
H.E.	418	Diet in Disease	3
H.E.	419	Nutrition—A Refresher Course	2
H.E.	423	Planning and Equipping Home Econ. Laboratories	3
H.E.	425	Selection and Arrangement of Equipment for Home Economics Laboratories	3
H.E.	438	Experimental Food	3
Sci.	442	Community Hygiene	2 or 3
H.E.	443	School Food Service	2 or 3
H.E.	446	Food Preservation	2
H.E.	452	Institution Food Preparation	3

*Ed.	501	Research Procedures	2
H.E.	501	Trends in Nutrition	2
H.E.	508	Food Seminar	2
*H.E.	510	Problems in Home Economics Education	2
H.E.	511	Nutrition Seminar	2
H.E.	513	Institution Management Seminar	2
H.E.	545	Workshop in Food	2
H.E.	556	Advanced Experimental Food	3 or 4
Ed.	570	Thesis	6

Minor: 10 semester hours in any of the following areas or a combination: Education, Clothing and Textiles, Family Life, Related Arts and Sciences.

Clothing Textiles, and Related Art

Clothing, Textiles, and Related Art Courses—Major			Sem. Hrs.
H.E.	316	Clothing Economics	2
Art	323	Problems in House Furnishing	2
Art	332	Advanced Design	2
Art	400	Crafts	2
Art	410	Pottery	2
H.E.	412	Applied Dress Design	2
H.E.	414	Children's Clothing	2
Art	430	Art History	2
Art	436	Costume Design	2
H.E.	445	Design and Construction of Slipcovers	2
H.E.	447	Design and Construction of Draperies and Lampshades	2
Art	460	Creative Arts	2
H.E.	466	Modern Methods of Clothing Construction	2
H.E.	471	History of Costume	2
H.E.	472	Advanced Textiles	2
H.E.	500	Tailoring	3
*Ed.	501	Research Procedures	2
*H.E.	510	Problems in Home Economics Education	2
H.E.	514	Seminar in Clothing	2
Art	526	Seminar in Related Art	2
H.E.	544	Workshop in Clothing	2
Ed.	570	Thesis	6

Minor: 10 semester hours in any of the following areas or a combination: Education, Food and Nutrition, Family Life, Related Art, and Science.

* Required Courses.

INDEX

A

Accreditation, College Association Affliation 21-22
Accrediting Committee 9
Administrative Council 9
Administration, Officers of 8
Admission and Credits Committee 9
Admission to College, ... 25-26
Graduate Program 109-110
Advisors, Faculty 35-36
Aims of the College 20-21
Alumni Relations Committee 9
Assembly and Lyceum Committee 9
Athletic Committee 9
Athletics 39
Attendance Regulations 27
Audio-Visual Education Courses ... 68-69, 71, 102
Auditorium 23
Auto Mechanics Courses 91, 100

B

Biology Courses 78,79
Board of Trustees 7
Building Construction Courses 95-96
Buildings and Grounds, ... 22-24
Superintendent of 8
Business Administration, Pre-professional 63
Business Manager 8

C

Cabinet Work, Courses in .. 105, 106, 107
Cafeteria, ... 24
Director of 8
Calendar, College, 1952-54 5
Catalog and Publications Committee 9
Chemistry Courses 77-78, 80
Clothing and Textiles Courses ... 86-87, 94
Clubs 39-40
Commencement Committee 9
Committees, Faculty 9-10
Conservation 2
Cooperative Work (Ind. Ed.) 48
Counselling Services Committee 9
Counselling and Testing 36
Courses of Study 43-66
Graduate, ... 116-122
Home Economics, ... 54-62
Industrial Education, ... 43-53
Preprofessional Education, ... 63-66
Vocational Education 48-53, 59-62
Curriculum and Instruction Committee . 9

D

Dean of Home Economics, ... 8
of Industrial Education, ... 8, 36
of Men, ... 8, 36
of Women 8, 36
Degrees:
Bachelor of Science 28
Master of Science 112-116
Denistry, Pre-professional 63-64
Description of Courses 67-108
Dietetics Courses, ... 89, 90, 91
Curriculum 55-56
Dormitories, ... 23-24
Director of, ... 8
Fees, ... 23, 24, 29
Fee Refunds, ... 33
Men's 8, 23
Women's 8, 23
Drafting Courses, ... 96-98
Architectural, ... 97, 98
Freehand, ... 96
General, ... 96
Machine 96, 97, 98
Dramatics 39
Driver Education Courses 69

E

Education, ... 68-72
Home Economics, ... 72-74
Industrial Education, ... 74-76
Pre-professional 64
Electives 46-48, 57-59
Electricity, Courses in 98-99
Emeritus Faculty 16-17
Employment, Student 32-33, 36
Engineer, Chief 8
Engineering, Pre-professional 64
English Courses 76-77
Enrollment 21
Entrance Requirements 25-26
Expense Estimates 29-30

F

Faculty, ... 11-17
Committees, ... 9-10
Services Committee 10
Family Life Education Courses 87-88
Fees, Dormitory, ... 29
Dining Room or Cafeteria, ... 29
Graduate Program, ... 111
Health, ... 30
Incidental, ... 30
Library, ... 29-30
Shop and Laboratory, ... 33
Stout Student Association Membership 30
Refunds 33
Finance and Audits Committee 10
Financial Information 29-33
Food courses 89-92
Foundry Courses 101
Fraternities 32, 39, 40
Freshman Week 35

G

Graduate Committee 10
Graduate Program, ... 109-122
Director of 8
Graduation Requirements 27-28

H

Health Office 36
History of College 19-20
Home Economics, Courses 86-95
Curricula 54-62
Graduate Curriculum 119-122
Vocational 59-62
Home Economics Education Curriculum .55
Home Management House 23
Honorary Organizations 40
Honors 28

I

Industrial Education, Courses, ... 95-108
Curriculum, ... 43-48
Graduate Curriculum, ... 116-119
Vocational 48-53
Infirmary 23
Institution Management, Courses, .89,91,92
Curriculum 56
Institutional Studies Committee 10

J
Journalism, Pre-professional, ... 64
Courses 76, 77

L
Laboratories and Equipment 22
Law, Pre-professional 64
Liberal Arts, ... 76-86
Pre-professional 65
Librarian 8
Library, ... 22
Committee, ... 10
Fees 29-30
Loans, Student 32, 36

M
Machine Shop Courses 100, 102
Mathematics Courses 80-81
Mechanics, Courses in 99-100
Medical Technology, Pre-professional .. 65
Medicine, Pre-professional 65
Metal Working, Courses in 100-102
Music, ... 39
Courses 82-84

N
Nutrition Courses 89, 90, 91
Nurse, College 8, 36
Nursing, Pre-professional 65

P
Painting and Decorating Courses . 105, 106
Patternmaking Courses 106-107
Personnel Services, Student, ... 35-37
Committee of, ... 10
Director of 8
Pharmacy, Pre-professional 65
Photography Courses 102
Physical Education Courses 84-86
Physical Therapy, Pre-professional ... 65
Physician, College 8, 36
Physics Courses 79
Placement, ... 37
Chairman, ... 8, 37
Committee 10
President 8
Printing Courses 103-104
Psychology Courses 67-68
Publications, Student 39

R
Records of Students 26-27
Recreation 39
Refunds 33
Registrar 8
Related Art Courses 92-94, 95
Religious Organizations 40
Residence Requirements, ... 28
Graduate 112-113

S
Safety Education Courses 68
Scholarship Standards 27
Scholarships 30-32
Science Courses 77-80
Sheet Metal Courses 100, 101
Social Science Courses 81-82
Social Science, Pre-professional 65
Sororities 32, 40
Speech Courses 77
Stout Student Association 39
Student Welfare Committee 10
Summer Session, ... 41
Calendar, ... 5, 6
Director of 8

T
Tea Room 24
Teaching License 28
Textiles Courses 86, 87
Thesis and Investigation
Requirements 113-116
Transferred Credits, ... 26, 27
Graduate 110
Trustees, Board of 7
Tuition 29

U
Union, Student 24

V
Veterans 26, 36
Veterinary Medicine,
Pre-professional 65-66
Vocational Education:
Curriculum, Industrial Education . 48-53
Home Economics 59-62
Courses 68, 70, 73, 75
Graduate Curriculum 117-119

W
Welding Courses 102
Woodworking Courses 105-108